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ABSTRACT

The purpose of this study was to make an assessment of current occupational investigation curricula at the local level in Texas and to develop and validate terminal performance objectives and enabling objectives. A questionnaire was developed and administered to 80 experienced occupational investigation teachers at a special group session and by mail to an additional 35 teachers. The surveys gathered information on what subject matter instructors were teaching in the classroom, the amount of time spent on each area, the strategies they were using, the benefits of using occupational investigative courses, use of advisory committees and community resources, and suggestions for changes in existing curricula. By using input gathered in the assessment survey, a foundation of instructional objectives was established. These data and additional objectives formulated through a literature search were used to establish a core curriculum. These objectives were then set up in the form of a survey instrument that was used by teachers, students, and state and local advisory committee members to validate the objectives. The final phase of the project consisted of ranking the terminal performance objectives and the enabling objectives and writing and disseminating a curriculum outline. (A copy of the curriculum outline is included in this report.) (KC)

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ED240276

FINAL REPORT

AN ASSESSMENT OF OCCUPATIONAL ORIENTATION INVESTIGATION ACTIVITIES AND COURSE CONTENT AT THE LOCAL LEVEL TO DETERMINE ITS EFFECTIVENESS

A Project Funded by
The Texas Education Agency
Department of Occupational Education and Technology

In Cooperation With
North Texas State University
Division of Occupational and Technical Education

Conducted by
Kathryn Hollenback, Project Coordinator
College of Education
North Texas State University
Denton, Texas 76203

June, 1980

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The advisory committee members for this project were:

Ms. Cheryl Cain	Occupational Investigation, Castleberry I.S.D.
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Dr. Leonard Nasman	Associate Professor, North Texas State University
Dr. David Qualls	Occupational Investigation Teacher, Killeen I.S.D.

Each individual on this committee gave freely of her/his time and offered a great deal of valuable advice and direction.

Special recognition must be given to the counselors, vocational director, and occupational investigation teachers in twenty-six school districts who volunteered much of their time disseminating validation instruments.

Vera L. Askew	O.I. Teacher	Houston I.S.D.
Lorene Balleu	O.I. Teacher	Fort Worth I.S.D.
Jose M. Bryan	O.I. Teacher	San Diego I.S.D.
Sharon Bryan	O.I. Teacher	Duncanville I.S.D.
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Frances Lee Galey	O.I. Teacher	Malakoff I.S.D
Dona Gallagher	O.I. Teacher	Gatesville I.S.D.
P.W. Gentry	O.I. Teacher	Ennis I.S.D.
Myra Hasty	O.I. Teacher	Grand Prairie I.S.D
Thomas Hatchett	O.I. Teacher	Northside I.S.D.
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Emzy Nauert	O.I. Teacher	McAllen I.S.D.
Clifford Niles	Voc. Director	Brownfield I.S.D
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J.T. Reynolds	O.I. Teacher	Dallas I.S.D.
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Finally, my appreciation to Dr. Bill Hollenback, my husband and a man who has devoted five years of his life to making Occupational Orientation a success.

Kathryn L. Hollenback

Denton, Texas
June, 1980

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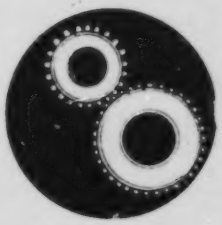
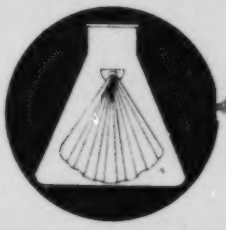
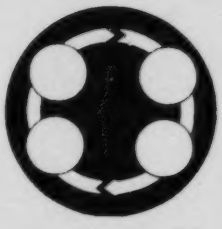
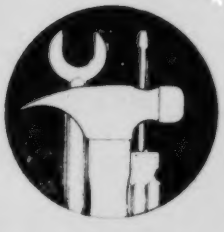


INTRODUCTION







Occupational Orientation is a program with two phases. These two phases include: 1) occupational investigation, a course designed for general career investigation activities, and 2) occupational exploration, a learning laboratory that offers hands-on experiences for one or more specific career areas. As part of vocational guidance, Occupational Orientation serves as a pre-vocational training experience in which students investigate tentative career choices, develop personal awareness, engage in educational planning and explore socio-economic factors affecting career decisions.

> Occupational Orientation is not a new activity in the field of vocational guidance, but rather, the result of many years of various efforts toward developing a proper sequence in guidance for producing students who are personally knowledgeable, as well as realistically prepared to become responsible members of our society. Occupational Orientation has been operating in Texas since the 1970-71 school year. At this time ten pilot programs were granted from written proposals submitted to the Texas Education Agency. During the 1971-72 school year eight new programs were granted. An additional ten programs were granted in 1972-73.[1]

The original Occupational Orientation classes were designed to meet the needs of individual districts and, therefore, gave the emerging program a diverse foundation. This diversity is still very much in evidence today as schools adopt and develop Occupational Orientation programs to meet the needs of individual districts.

During the 1974-75 school year written proposals were no longer required for districts to receive funding. A superintendent of a school district could simply apply for continuance or set up a new program by completing application forms which were then sent to the Texas Education Agency. As long as a district could meet the requirements for unit funding, the district was guaranteed an on-going program.

April 10, 1976, the State Board of Education approved Occupational Orientation as a Program Area in the Department of Occupational Education and Technology of the Texas Education Agency. From that point on the program grew rapidly. During the 1979-80 school year, approximately 313 units of Occupational Orientation were distributed throughout the State in 139 school districts.

[1]Hollenback, E. F., "Survival Kit for Beginning Teachers of Occupational Orientation", page 8.

Table 1: Occupational Orientation Units for 1979-80

	Exploration	VEH Exploration	Investigation	VEH Investigation
Construction	6	1	258	7
Environment	3			
Health	3			
Transportation	4			
Business and Office	7			
Manufacturing	1			
Marketing and Distribution	18			
Public Services	3			
Hospitality and Recreation	1			
Personal Services	0	1		
Total 313	46	2	258	7

During the development of the Occupational Orientation Program, concurrent curriculum development was taking place at the local, state, and regional levels. Many local school districts developed their own materials. These materials varied from simple instructional outlines to detailed self-contained curricula. At regional inservice workshops and in teacher certification courses, ideas and materials were shared to promote the development of additional instructional supports. At the state level, the first major development was the Tentative Basic Course Outline for Occupational Investigation, a course outline developed by the Coordinated Vocational Academic Education Department, Secondary and Higher Education, East Texas State University in 1971. It suggested instructional objectives, with activities for teachers and/or students, outlined the information to be presented, and listed the names and sources of materials and media. This outline represented a strong career education philosophy with 76 of 88 pages involved with the instruction of the 15 U.S.O.E. Occupational Clusters. The remaining pages covered educational planning, self-appraisal, and economic and societal factors. The outline was also designed to be used for the career education infusion process.

In 1975, Dr. Robert L. Smith of East Texas State University directed a project that produced 3 self-contained occupational investigation modules on economic and societal factors, self-appraisal, and educational planning. The purpose of these modules was to provide career development resources for junior high school students. The modules were designed to follow The Tentative Basic Course Outline for

Occupational Investigation and were developed with the intention that only a few outside resources would be needed by the teacher in order for him/her to implement the activities within the classroom.

These modules were organized into "sessions" with a purpose, instructions for the teacher, printed text for lectures, summaries, and activity sheets. Approximately 25 hours of instructional time were required in the field-testing procedures to complete all three modules.

The most comprehensive curriculum development was a project undertaken by the East Texas State Curriculum Laboratory in 1978-79. The project produced a teacher handbook plus guides for each of the four instructional areas. These guides contained 155 activities with multiple strategies and references. Although developed for Occupational Investigation, the guides can be used by exploration units.

There is a commonality in the previously described materials. The content of all was generated by Occupational Orientation teachers. Out of necessity and tradition, the curriculum materials developed were based on what Occupational Orientation teachers judged to be successful in the classroom.

PURPOSE OF THE PRESENT STUDY

This study focused on the first phase of Occupational Orientation, viz., occupational investigation. Inherent in the structure of occupational investigation was a need for a curriculum that could be adapted to the different formats used by the individual school districts. At the same time a need existed at the State level to have written learner outcomes so that evaluation would be possible. This necessitated a course outline with a common core, yet which could be adapted to the differences of grade level, ethnicity, student achievement, geography, length of class, etc.

The purpose of this study was to make an assessment of current occupational investigation curricula at the local level, and from that assessment develop and validate terminal performance objectives and enabling objectives.

The project was organized into three phases based on the three major objectives of the study which were:

1. To assess existing occupational course content at the local level
2. To identify and validate goals and objectives for the occupational investigation program
3. To determine terminal performance objectives and enabling objectives for occupational investigation.

The following is a description of each of the phases/objectives and how each was accomplished.

PHASE ONE

July 15 - October 31, 1979

OBJECTIVE ONE

To assess existing occupation investigation course content as the local level to determine:

1. The subject matter instructors were teaching in the classroom
2. The amount of instructional time spent on each of the four instructional areas
3. The instructional strategies teachers were using in the classroom
4. The benefits teachers perceived various students populations were obtaining from O.I.
5. The ways advisory committees were being used for curriculum input
6. How community resources were being used.
7. Problems or weaknesses in existing curriculum materials.
8. Suggestions for changes in existing curriculum.

In anticipation of the project's approval, preliminary work was begun before the actual funding date of July 15, 1979. This insured completion of the first questionnaire that would serve as the data base for the entire project.

With the aid of Bob Mann, Chief Consultant for Occupational Orientation Programs, and members of the project's advisory committee, a questionnaire was developed and pretested using 25 experienced occupational investigation teachers who were attending certification courses at North Texas State University. The teachers were representative of the target population. After the pretest group of teachers completed the survey an item by item analysis was completed based on their responses and suggestions for improvement of the instrument. Changes were made based on this analysis.

POPULATION

The questionnaire was designed to assess the classroom activities and organization of occupational investigation classes during the 1978-79 school year. Because of this, all occupational investigation teachers in Texas could not be surveyed for information. Teachers who were initiating new programs would not have the information necessary, nor would inexperienced teachers, who were teaching occupational investigation for the first time. Therefore, the population was limited to individuals who had taught occupational investigation during the 1978-79 school year. They were instructed to supply information based on the past year.

DATA COLLECTION

The questionnaire was administered to 80 experienced occupational investigation teachers at a special group session held on August 13, 1979 at the Texas Vocational Guidance Conference in Corpus Christi.

With an estimated population of 200 this number represented a return of 40%. To establish a more reliable population figure, another short survey instrument was developed. Using a list compiled by Bob Mann, Chief Consultant, representatives from 131 school districts were asked for the number of experienced and new occupational investigation teachers in their districts. (See Appendix A, B). The return rate for this survey was 100%. Results were as follows:

Table 2: Number of New and Experienced Occupational Investigation Teachers for 1979-80

Total Units Reported	# of New	%	# of Experienced	%
* 255	103	40%	152	60%

* 5 districts listed reported 0 units of occupational investigation.

With a better defined population and the knowledge of where the experienced teachers were located, additional surveys were mailed to the districts that did not have experienced teachers who attended the conference. An additional 35 questionnaires were received, bringing the return rate to 76% of the established population. (See Appendix C.)

ASSESSMENT INSTRUMENT AND DATA

DIRECTIONS: *Please write in the correct response in the space provided.*

1. Occupational investigation is the name of the class used in this survey. In your district, what is the class called? p.14
2. How many years, not including the on-coming year, have you taught occupational investigation? p.14
3. Not including your State $400.00, how much money per year does your district provide you to purchase instructional materials? p.15
4. How many field trips do you have for a full year? p.16
5. How many resource speakers do you have for a full year? p.17-18
6. What is the average number of students you teach in a period? p.18

DIRECTIONS: *In the first blank, write the number of weeks your class covers for one course of study. Then give your best estimate of time you spend teaching the following areas even though they are often not taught as separate units. BE SURE THE TOTAL FOR QUESTIONS 2 through 5 EQUALS YOUR ANSWER FOR QUESTION 1.*

1. How long is your occupational investigation class in weeks? (12, 18, 36 or other) p.19
2. How many weeks do you spend teaching the "Fifteen Clusters"? p.20
3. How many weeks do you spend teaching "Socio-Economic Factors"? p.21
4. How many weeks do you spend teaching "Educational Planning/ Decision-Making"? p.21
5. How many weeks do you spend teaching "Self-Appraisal"? p.22

DIRECTIONS: *Please check the appropriate box to designate your answer.*

1. Do you use a written instructional outline that furnishes the instructional content for your occupational investigation class? YES __ NO __ p.23

   If you answered yes, please check the source/sources of your outline. If you answered no, go on to question 2.

   Furnished by district __ State Curriculum Center __

   From another district __ Yourself __

   Texas Education Agency __ Other _____ __

2. Please indicate which of the following best describes your students: p.24

   All eighth graders __ Seventh & eighth graders __

   All seventh graders __ Other _____ __

3. Do your students complete standardized occupational interest tests? YES __ NO __

   If you answered yes, please check the person/persons who administer the tests. If you answered no, go on to question 4. p.25

   H.S. Vocational Counselor __ Yourself __

   H.S. Regular Counselor __ Other _____ __

   Junior High Counselor __

   Are these interest tests placed in the students' individual school files? YES __ NO __

4. Do you use members of your advisory committee for formal curriculum input? YES __ NO __

If you answered yes, please check the ways you use them. If you answered no, go on to question 5.

p.26

A. I ask them what they think should be taught in the class. (Content) __
B. I ask them how (Methods) they think the class should be taught. __
C. I have them review the materials I use for accuracy, timelines, etc. __
D. I ask them to suggest resources for field trips and resource persons. __
E. I request materials to be donated for class room use. __

5. Have your students participated in a career day activity? p.27-31

6. Have your students observed the vocational classes and facilities at the high school? __ __

7. Have your students observed the academic classes and facilities at the high school? __ __

8. Have you secured donated instructional materials for your classroom? __ __

9. Have you spoken before civic groups to explain and promote occupational investigation? __ __

10. Have you worked with your P.T.A. to promote occupational investigation? __ __

11. Have you submitted information to the media to promote occupational investigation? __ __

12. Have you recruited students by speaking to other classes or feeder schools? __ __

13. Is your occupational investigation class an elective class? __ __

14. Have your students, upon completing the class, made a tentative choice of one cluster which they are most interested in? __ __

DIRECTIONS: *Rank the following instructional areas for occupational investigation according to how important you feel they are for students to learn. Use #1 for the most important and #4 for the least important.*

p.32-33

Self-appraisal/Awareness _____ Socio-Economic Factors _____

Fifteen Clusters _____ Educational Planning _____

DIRECTIONS: *Please circle the number that corresponds to your response.*

1. Rate the following sources of input and information for the content, organization, and the instruction of your occupational investigation class.

p.34-39

	Excellent	Good	Average	Poor	Not Applicable
State Curriculum Centers	4	3	2	1	NA
Texas Education Agency	4	3	2	1	NA
Local inservice activities	4	3	2	1	NA
State inservice activities	4	3	2	1	NA
Regional service centers	4	3	2	1	NA
Certification class	4	3	2	1	NA
Other university classes	4	3	2	1	NA
School administrators	4	3	2	1	NA
Other Occ. Invest. teachers	4	3	2	1	NA
Self-constructed materials	4	3	2	1	NA
Advisory committee	4	3	2	1	NA

2. What degree of support do you feel your program received from the following groups or persons?

p.39-44

	Excellent	Good	Average	Poor	Not Applicable
TEA personnel	4	3	2	1	NA
Your administration	4	3	2	1	NA
Your vocational department	4	3	2	1	NA
Junior high counselors	4	3	2	1	NA
Vocational counselors	4	3	2	1	NA
High school counselors	4	3	2	1	NA
Fellow teachers	4	3	2	1	NA
Parents	4	3	2	1	NA
Student body	4	3	2	1	NA
Business and industry	4	3	2	1	NA
Teacher educators	4	3	2	1	NA

DIRECTIONS: *Please place a check mark in the space that expresses your feelings towards the statement. Mark your first impression.*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. O.I. should be a required subject for all junior high students.	___	___	___	___	___
2. A suggested instructional outline for O.I. is needed by teachers.	___	___	___	___	___
3. O.I. should teach measurable skills.	___	___	___	___	___
4. Students with learning disabilities can succeed in O.I.	___	___	___	___	___
5. O.I. should be for eighth graders only.	___	___	___	___	___
6. I have students of all abilities from bright to learning disabled.	___	___	___	___	___
7. O.I. should serve a guidance function.	___	___	___	___	___
8. All O.I. classes should be for 36 weeks.	___				___
9. Certification classes helped me in teaching O.I.	___		p.45-53		___
10. O.I. should be for seventh graders only.	___	___	___	___	___
11. I have always had enough sources of instructional materials.	___	___	___	___	___
12. All O.I. classes should be for 18 weeks.	___	___	___	___	___
13. I am capable of developing a follow-up system for my O.I. students.	___	___	___	___	___
14. T.E.A. State inservice activities have helped me to teach O.I.	___	___	___	___	___
15. O.I. should be for both seventh and eighth graders.	___	___	___	___	___
16. I know what the instructional content should be for O.I.	___	___	___	___	___
17. The administration in my district understands O.I.	___	___	___	___	___

DIRECTIONS: *Listed below are teaching methods/strategies. Please check how often you use them in your occupational investigation classroom.*

	Often	Seldom	Never		Often	Seldom	Never
Educational games	____	____	____	Group discussions	____	____	____
Field trips	____	____	____	Written Reports	____	____	____
Library work	____	____	____	Student notebooks	____	____	____
Resource speakers	____	____	____	Lecture-discussion	____	____	____
Written tests	_		_	Spelling tests	_		_
Work sheets	_	p.54-59	_	Information sheets	_	p.59-64	_
Movies	____	____	____	Payroll system	____	____	____
Film strips	____	____	____	Learning centers	____	____	____
Reference materials	____	____	____	Final Exams	____	____	____
Hands-on activities	____	____	____	Computer systems	____	____	____
Memory work	____	____	____	Role playing	____	____	____

If a suggested instructional outline were written, what instructional topics do you feel would be the most important to be included for the four general areas.

In other words, what should accupational investigation students know or be able to do after completing the class?

FIFTEEN OCCUPATIONAL CLUSTERS: _____

SELF-APPRAISAL: _____

SOCIO-ECONOMIC FACTORS: _____

EDUCATIONAL PLANNING/DECISION-MAKING: _____

What changes, if any, do you feel need to be made in existing instructional content of occupational investigation to make the course more beneficial to students?

p.65-66

What benefits do you feel students of special groups are receiving from occupational investigation? (Answer only those areas in which you have had experience.)

BENEFITS TO THE GENERAL GROUP:

p.67-68

BENEFITS TO MINORITIES:

p.69-70

BENEFITS TO THE HANDICAPPED:

p.71

BENEFITS TO THE DISADVANTAGED:

p.72

BENEFITS TO THE GIFTED AND TALENTED:

p.73

1. Occupational investigation is the name of the class used in this survey. In your district, what is the class called?

NAME	ABSOLUTE FREQUENCY (%)	RELATIVE FREQUENCY (%)	ADJUSTED FREQUENCY (%)	CUMULATIVE FREQUENCY (%)
Occupational Investigation	56	48.7	50.9	50.9
Occupational Orientation	30	26.1	27.3	78.2
Career Education	4	3.5	3.6	81.8
Vocational Orientation	2	1.7	1.8	83.6
Career Orientation	7	6.1	6.4	90.0
Career Investigation	4	3.5	3.6	93.6
Careers	4	3.5	3.6	97.3
Orientation	1	0.9	0.9	98.2
Career Orientation	2	1.7	1.8	100.0
Missing	5	4.3	MISSING	100.0
Total	115	100.0	100.0	

MEAN	2.264	RANGE	8.000
MEDIAN	1.482	VALID CASES	110
MODE	1.000	MISSING CASES	5

2. How many years, not including the on-coming year, have you taught occupational investigation?

YEARS EXPERIENCE	ABSOLUTE FREQUENCY (%)	RELATIVE FREQUENCY (%)	ADJUSTED FREQUENCY (%)	CUMULATIVE FREQUENCY (%)
1	34	29.6	30.4	30.4
2	25	21.7	22.3	52.7
3	14	12.2	12.5	65.2
4	16	13.9	14.3	79.5
5	10	8.7	8.9	88.4
6	4	3.5	3.6	92.0
7	5	4.3	4.5	96.4
8	3	2.6	2.7	99.1
9	1	0.9	0.9	100.0
Missing	3	2.6	Missing	100.0
Total	115	100.0	100.0	

MEAN	2.964	RANGE	8.000
MEDIAN	2.380	VALID CASES	112
MODE	1.000	MISSING CASES	3

3. Not including your State $400.00, how much money per year does your district provide you to purchase instructional materials?

AMOUNT OF MONEY	ABSOLUTE FREQUENCY (%)	RELATIVE FREQUENCY (%)	ADJUSTED FREQUENCY (%)	CUMULATIVE FREQUENCY (%)
1	1	0.9	1.3	1.3
10	1	0.9	1.3	2.7
20	1	0.9	1.3	4.0
25	1	0.9	1.3	5.3
87	1	0.9	1.3	6.7
100	9	7.8	12.0	18.7
175	1	0.9	1.3	20.0
200	14	12.2	18.7	38.7
210	1	0.9	1.3	40.0
250	9	7.8	12.0	52.0
300	1	0.9	1.3	53.3
350	1	0.9	1.3	54.7
400	20	17.4	26.7	81.3
450	2	1.7	2.7	84.0
480	2	1.7	2.7	86.7
600	3	2.6	4.0	90.7
650	1	0.9	1.3	92.0
700	3	2.6	4.0	96.0
800	1	0.9	1.3	97.3
1300	2	1.7	2.7	100.0
Missing	40	34.8	Missing	100.0
Total	115	100.0	100.0	

MEAN	332.507	RANGE	1299.000
MEDIAN	251.667	VALID CASES	75
MODE	400.000	MISSING CASES	40

4. How many field trips do you have for a full year?

NUMBER OF FIELD TRIPS	ABSOLUTE FREQUENCY (%)	RELATIVE FREQUENCY (%)	ADJUSTED FREQUENCY (%)	CUMULATIVE FREQUENCY (%)
2	11	9.6	12.2	12.2
3	13	11.3	14.4	26.7
4	6	5.2	6.7	33.3
5	6	5.2	6.7	40.0
6	8	7.0	8.9	48.9
7	2	1.7	2.2	51.1
8	3	2.6	3.3	54.4
9	3	2.6	3.3	57.8
10	5	4.3	5.6	63.3
12	6	5.2	6.7	70.0
13	2	1.7	2.2	72.2
14	1	0.9	1.1	73.3
15	4	3.5	4.4	77.8
18	2	1.7	2.2	80.0
19	1	0.9	1.1	81.1
20	4	3.5	4.4	85.6
24	1	0.9	1.1	86.7
25	1	0.9	1.1	87.8
27	1	0.9	1.1	88.9
28	1	0.9	1.1	90.0
30	3	2.6	3.3	93.3
32	1	0.9	1.1	94.4
55	1	0.9	1.1	95.6
59	1	0.9	1.1	96.7
60	3	2.6	3.3	100.0
Missing	25	21.7	Missing	100.0
Total	115	100.0	100.0	

MEAN	12.278	RANGE	58.000
MEDIAN	7.000	VALID CASES	90
MODE	3.000	MISSING CASES	25

5. How many resource speakers do you have for a full year?

NUMBER OF RESOURCE SPEAKERS	FREQUENCY (%)	FREQUENCY (%)	FREQUENCY (%)	FREQUENCY (%)
1	1	0.9	1.0	1.0
2	1	0.9	1.0	2.0
3	4	3.5	4.0	5.9
4	3	2.6	3.0	8.9
5	5	4.3	5.0	13.9
6	6	5.2	5.9	19.8
7	4	3.5	4.0	23.8
8	4	3.5	4.0	27.7
9	1	0.9	1.0	28.7
10	6	5.2	5.9	34.7
11	1	0.9	1.0	35.6
12	12	10.4	11.9	47.5
13	2	1.7	2.0	49.5
14	2	1.7	2.0	51.5
15	8	7.0	7.9	59.4
17	1	0.9	1.0	60.4
18	5	4.3	5.0	65.3
19	1	0.9	1.0	66.3
20	6	5.2	5.9	72.3
21	1	0.9	1.0	73.3
24	1	0.9	1.0	74.3
25	3	2.6	3.0	77.2
28	1	0.9	1.0	78.2
30	7	6.1	6.9	85.1
35	2	1.7	2.0	87.1
36	1	0.9	1.0	88.1
40	2	1.7	2.0	90.1
50	4	3.5	4.0	94.1
55	1	0.9	1.0	95.0
63	1	0.9	1.0	96.0
72	1	0.9	1.0	97.0
90	1	0.9	1.0	98.0
99	2	1.7	2.0	100.0
Missing	14	12.2	Missing	100.0
Total	115	100.0	100.0	

5. How many resource speakers do you have for a full year? (continued)

MEAN	19.941	RANGE	98.000
MEDIAN	13.750	VALID CASES	101
MODE	12.000	MISSING CASES	14

6. What is the average number of students you teach in a period?

AVERAGE NUMBER OF STUDENTS	ABSOLUTE FREQUENCY (%)	RELATIVE FREQUENCY (%)	ADJUSTED FREQUENCY (%)	CUMULATIVE FREQUENCY (%)
6	1	0.9	1.0	1.0
12	2	1.7	2.0	3.0
13	3	2.6	3.0	5.9
14	1	0.9	1.0	6.9
15	9	7.8	8.9	15.8
16	3	2.6	3.0	18.8
17	2	1.7	2.0	20.8
18	11	9.6	10.9	31.7
19	2	1.7	2.0	33.7
20	25	21.7	24.8	58.4
21	2	1.7	2.0	60.4
22	4	3.5	4.0	64.4
23	1	0.9	1.0	65.3
24	3	2.6	3.0	68.3
25	11	9.6	10.9	79.2
26	2	1.7	2.0	81.2
27	2	1.7	2.0	83.2
28	6	5.2	5.9	89.1
30	9	7.8	8.9	98.0
34	1	0.9	1.0	99.0
75	1	0.9	1.0	100.0
Missing	14	12.2	Missing	100.0
Total	115	100.0	100.0	

MEAN	21.673	RANGE	69.000
MEDIAN	20.160	VALID CASES	101
MODE	20.000	MISSING CASES	14

1. How long is your occupational investigation class in weeks? (12, 18, 36 or other)

NUMBER OF WEEKS	ABSOLUTE FREQUENCY (%)	RELATIVE FREQUENCY (%)	ADJUSTED FREQUENCY (%)	CUMULATIVE FREQUENCY (%)
6	1	0.9	0.9	0.9
12	68	59.1	62.4	63.3
18	15	13.0	13.8	77.1
20	1	0.9	0.9	78.0
24	1	0.9	0.9	78.9
36	22	19.1	20.2	99.1
44	1	0.9	0.9	100.0
Missing	6	5.2	Missing	100.0
Total	115	100.0	100.0	

MEAN	18.092	RANGE	38.000
MEDIAN	12.574	VALID CASES	109
MODE	12.000	MISSING CASES	6

2. How many weeks do you spend teaching the "Fifteen Clusters"?

NUMBER OF WEEKS	ABSOLUTE FREQUENCY (%)	RELATIVE FREQUENCY (%)	ADJUSTED FREQUENCY (%)	CUMULATIVE FREQUENCY (%)
1	2	1.7	2.4	2.4
2	4	3.5	4.8	7.2
3	7	6.1	8.4	15.7
4	11	9.6	13.3	28.9
5	9	7.8	10.8	39.8
6	13	11.3	15.7	55.4
7	5	4.3	6.0	61.4
8	6	5.2	7.2	68.7
9	4	3.5	4.8	73.5
10	3	2.6	3.6	77.1
12	2	1.7	2.4	79.5
13	1	0.9	1.2	80.7
14	2	1.7	2.4	83.1
15	2	1.7	2.4	85.5
16	4	3.5	4.8	90.4
17	1	0.9	1.2	91.6
18	2	1.7	2.4	94.0
19	1	0.9	1.2	95.2
20	3	2.6	3.6	98.8
22	1	0.9	1.2	100.0
Missing	32	27.8	Missing	100.0
Total	115	100.0	100.0	

MEAN	7.952	RANGE	21.000
MEDIAN	6.154	VALID CASES	83
MODE	6.000	MISSING CASES	32

26

3. How many weeks do you spend teaching "Socio-Economic Factors"?

NUMBER OF WEEKS	ABSOLUTE FREQUENCY (%)	RELATIVE FREQUENCY (%)	ADJUSTED FREQUENCY (%)	CUMULATIVE FREQUENCY (%)
1	10	8.7	12.2	12.2
2	27	23.5	32.9	45.1
3	16	13.9	19.5	64.6
4	10	8.7	12.2	76.8
5	5	4.3	6.1	82.9
6	6	5.2	7.3	90.2
7	1	0.9	1.2	91.5
8	1	0.9	1.2	92.7
9	5	4.3	6.1	98.8
10	1	0.9	1.2	100.0
Missing	33	28.7	Missing	100.0
Total	115	100.0	100.0	

MEAN	3.451	RANGE	9.000
MEDIAN	2.750	VALID CASES	82
MODE	2.000	MISSING CASES	33

4. How many weeks do you spend teaching "Educational Planning/Decision-Making"?

NUMBER OF WEEKS	ABSOLUTE FREQUENCY (%)	RELATIVE FREQUENCY (%)	ADJUSTED FREQUENCY (%)	CUMULATIVE FREQUENCY (%)
1	29	25.2	34.1	34.1
2	27	23.5	31.8	65.9
3	12	10.4	14.1	80.0
4	4	3.5	4.7	84.7
5	5	4.3	5.9	90.6
6	4	3.5	4.7	95.3
8	2	1.7	2.4	97.6
9	1	0.9	1.2	98.8
12	1	0.9	1.2	100.0
Missing	30	26.1	Missing	100.0
Total	115	100.0	100.0	

MEAN	2.600	RANGE	11.000
MEDIAN	2.000	VALID CASES	85
MODE	1.000	MISSING CASES	30

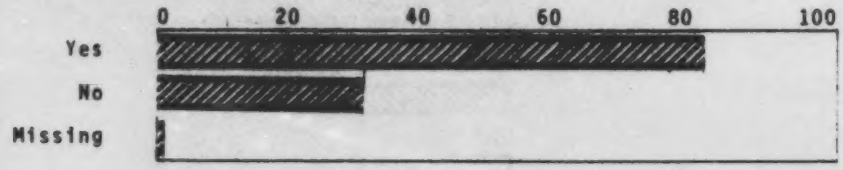
5. How many weeks do you spend teaching "Self-Appraisal"?

NUMBER OF WEEKS	ABSOLUTE FREQUENCY (%)	RELATIVE FREQUENCY (%)	ADJUSTED FREQUENCY (%)	CUMULATIVE FREQUENCY (%)
1	7	6.1	8.2	8.2
2	27	23.5	31.8	40.0
3	24	20.9	28.2	68.2
4	12	10.4	14.1	82.4
5	4	3.5	4.7	87.1
6	6	5.2	7.1	94.1
7	1	0.9	1.2	95.3
10	2	1.7	2.4	97.6
11	1	0.9	1.2	98.8
12	1	0.9	1.2	100.0
Missing	30	26.1	Missing	100.0
Total	115	100.0	100.0	

MEAN	3.376	RANGE	11.000
MEDIAN	2.854	VALID CASES	85
MODE	2.000	MISSING CASES	30

1. Do you use a written instructional outline that furnishes the instructional content for your occupational investigation class?

TOTAL CASES 115 VALID CASES 114 MISSING CASES 1



FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Yes	83	72.2	72.8
No	31	27.0	27.2
Missing	1	0.9	Missing
Totals	115	100.0	100.0

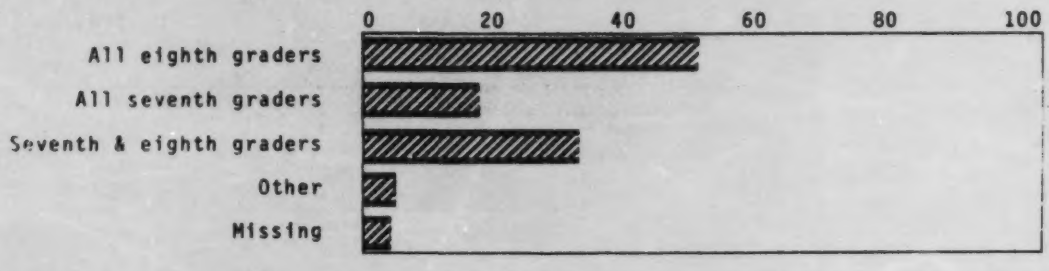
If you answered yes, please check the source/sources of your outline.
If you answered no, go on to question 2.

	ABSOLUTE FREQUENCY*	PERCENT*
Furnished by district	23	27.7
From another district	5	06.0
Texas Education Agency	32	38.5
State Curriculum Center	14	16.9
Yourself	54	65.1
Other	12	14.5

*Percentage figures reflect multiple answers.

2. Please indicate which of the following best describes your students:

TOTAL CASES 115 VALID CASES 110 MISSING CASES 5

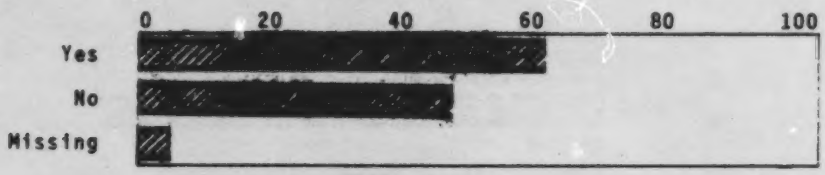


FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
All eighth graders	51	44.3	46.4
All seventh graders	18	15.7	16.4
Seventh & eighth graders	35	30.4	31.8
Other	6	5.2	5.5
Missing	5	4.3	Missing
Totals	115	100.0	100.0

3. Do your students complete standardized occupational interest tests?

TOTAL CASES 115 VALID CASES 110 MISSING CASES 5



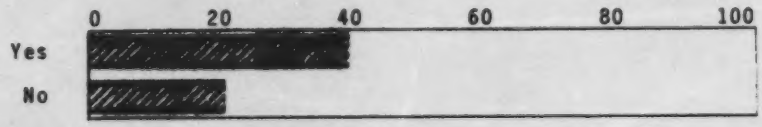
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Yes	62	53.9	56.4
No	48	41.7	43.6
Missing	5	4.3	Missing
Totals	115	100.0	100.0

If you answered yes, please check the person/persons who administer the tests.
If you answered no, go on to question 4.

	ABSOLUTE FREQUENCY	PERCENT
High School Vocational Counselor	9	14.5
High School Regular Counselor	1	0.2
Junior High Counselor	10	16.1
Yourself	50	80.6
Other	7	11.3

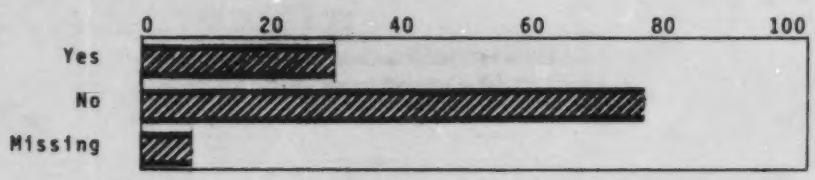
Are these interest tests placed in the students' individual school files?



	ABSOLUTE FREQUENCY	PERCENT
Yes	41	66.1
No	21	33.8

4. Do you use members of your advisory committee for formal curriculum input?

TOTAL CASES 115 VALID CASES 107 MISSING CASES 8



FREQUENCIES

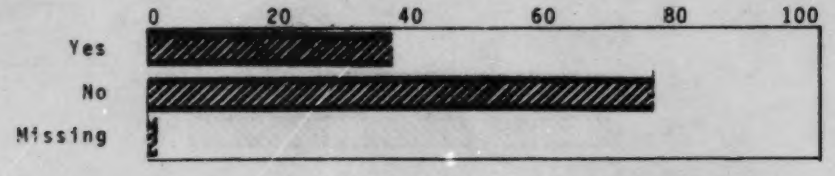
	ABSOLUTE	RELATIVE	ADJUSTED
Yes	30	26.1	28.0
No	77	67.0	72.0
Missing	8	7.0	Missing
Totals	115	100.0	100.0

If you answered yes, please check the ways you use them. If you answered no, go on to question 5.

		ABSOLUTE FREQUENCY	PERCENT
A.	I ask them what they think should be taught in the class. (Content)	18	60.0
B.	I ask them how (Methods) they think the class should be taught.	7	23.3
C.	I have them review the materials I use for accuracy, timelines, etc.	11	36.7
D.	I ask them to suggest resources for field trips and resource persons.	25	83.3
E.	I request materials to be donated for classroom use.	17	56.7

5. Have your students participated in a career day activity?

TOTAL CASES 115 VALID CASES 114 MISSING CASES 1

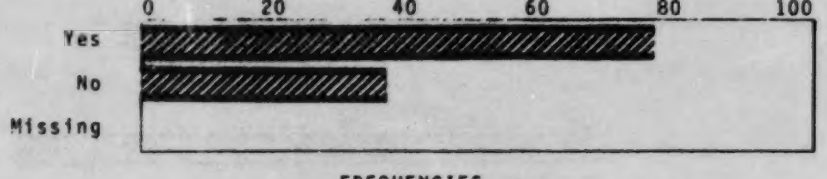


FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Yes	37	32.2	32.5
No	77	67.0	67.5
Missing	1	0.9	Missing
Totals	115	100.0	100.0

6. Have your students observed the vocational classes and facilities at the high school?

TOTAL CASES 115 VALID CASES 115 MISSING CASES 0

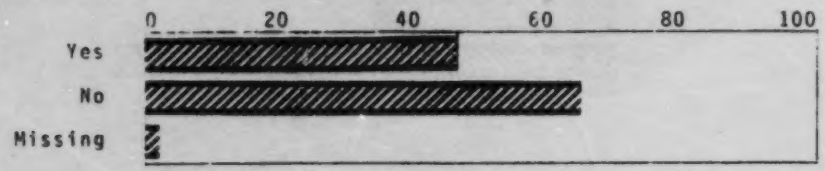


FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Yes	78	67.8	67.8
No	37	32.2	32.2
Missing	0	0	0
Totals	115	100.0	100.0

7. Have your students observed the academic classes and facilities at the high school?

TOTAL CASES 115 VALID CASES 113 MISSING CASES 2

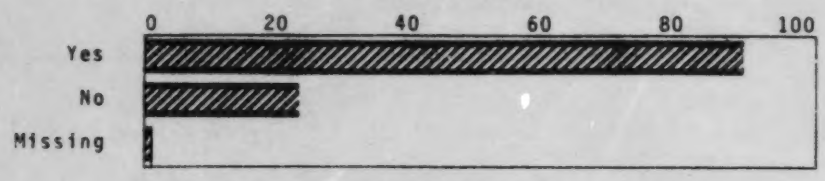


FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Yes	47	40.9	41.6
No	66	57.4	58.4
Missing	2	1.7	Missing
Totals	115	100.0	100.0

8. Have you secured donated instructional materials for your classroom?

TOTAL CASES 115 VALID CASES 114 MISSING CASES 1

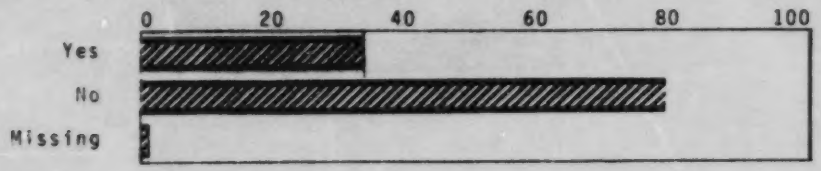


FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Yes	91	79.1	79.8
No	23	20.0	20.2
Missing	1	0.9	Missing
Totals	115	100.0	100.0

9. Have you spoken before civic groups to explain and promote occupational investigation?

TOTAL CASES 115 VALID CASES 114 MISSING CASES 1

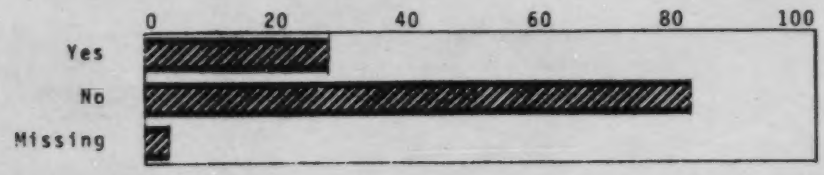


FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Yes	34	29.6	29.8
No	80	69.6	70.2
Missing	1	0.9	Missing
Totals	115	100.0	100.0

10. Have you worked with your P.T.A. to promote occupational investigation?

TOTAL CASES 115 VALID CASES 111 MISSING CASES 4

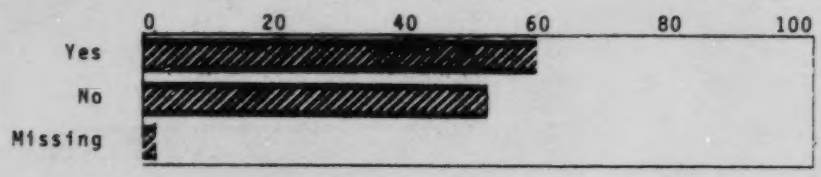


FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Yes	28	24.3	25.2
No	83	72.2	74.8
Missing	4	3.5	Missing
Totals	115	100.0	100.0

11. Have you submitted information to the media to promote occupational investigation?

TOTAL CASES 115 VALID CASES 113 MISSING CASES 2

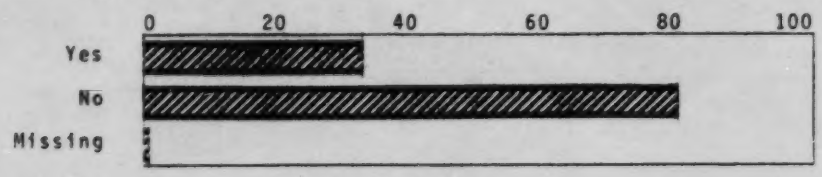


FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Yes	60	52.2	53.1
No	53	46.1	46.9
Missing	2	1.7	Missing
Totals	115	100.0	100.0

12. Have you recruited students by speaking to other classes or feeder schools?

TOTAL CASES 115 VALID CASES 114 MISSING CASES 1

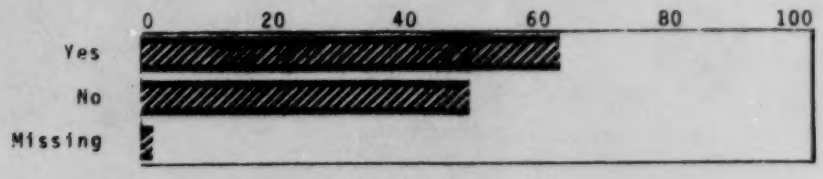


FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Yes	33	28.7	28.9
No	81	70.4	71.1
Missing	1	0.9	Missing
Totals	115	100.0	100.0

13. Is your occupational investigation class an elective class?

TOTAL CASES 115 VALID CASES 113 MISSING CASES 2

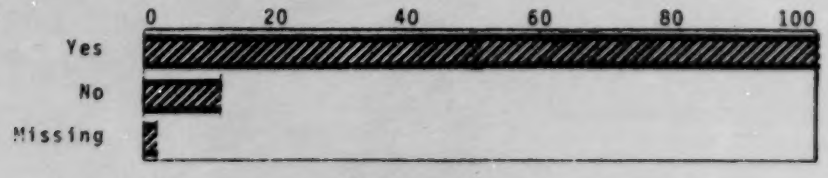


FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Yes	63	54.8	55.8
No	50	43.5	44.2
Missing	2	1.7	Missing
Totals	115	100.0	100.0

14. Have your students, upon completing the class, made a tentative choice of one cluster which they are most interested in?

TOTAL CASES 115 VALID CASES 113 MISSING CASES 2



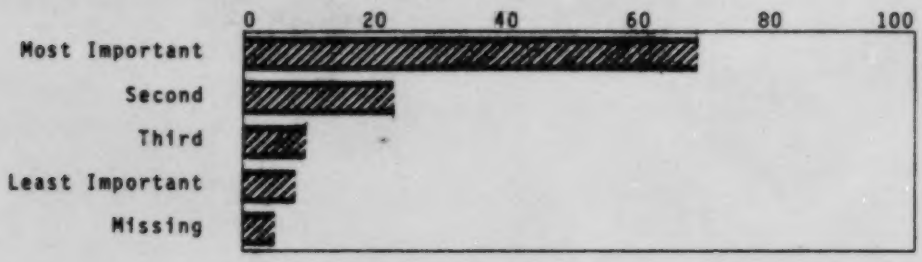
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Yes	101	87.8	89.4
No	12	10.4	10.6
Missing	2	1.7	Missing
Totals	115	100.0	100.0

Rank the following instructional areas for occupational investigation according to how important you feel they are for students to learn.

1. Self-Appraisal/Awareness

TOTAL CASES 115



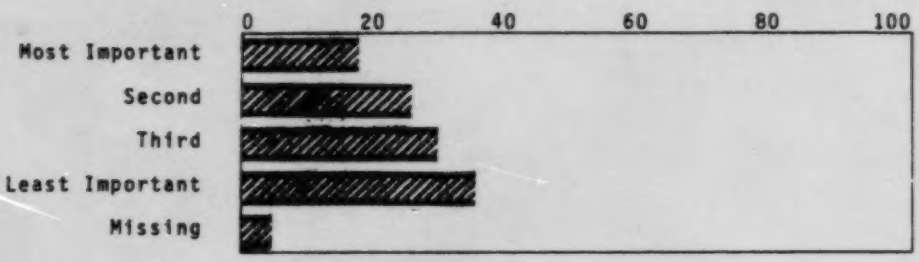
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Most Important	69	60.0	62.7
Second	23	20.0	20.9
Third	10	8.7	9.1
Least Important	8	7.0	7.3
Missing	5	4.3	Missing
Totals	115	100.0	100.0

MEAN	1.609	RANGE	3.000
MEDIAN	1.297	VALID CASES	110
MODE	1.000	MISSING CASES	5

2. Fifteen Clusters

TOTAL CASES 115



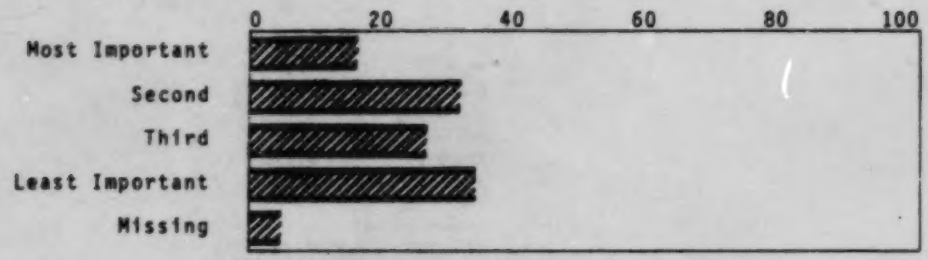
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Most Important	18	15.7	16.4
Second	26	22.6	23.6
Third	30	26.1	27.3
Least Important	36	31.3	32.7
Missing	5	4.3	Missing
Totals	115	100.0	100.0

MEAN	2.764	RANGE	3.000
MEDIAN	2.867	VALID CASES	110
MODE	4.000	MISSING CASES	5

3. Socio-Economic Factors

TOTAL CASES 115



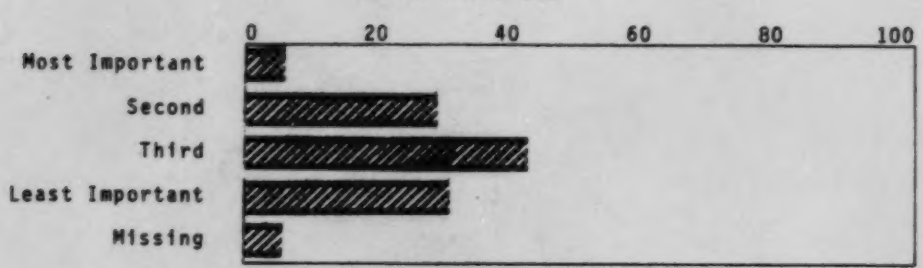
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Most Important	16	13.9	14.5
Second	32	27.8	29.1
Third	27	23.5	24.5
Least Important	35	30.4	31.8
Missing	5	4.3	Missing
Totals	115	100.0	100.0

MEAN 2.736 RANGE 3.000
MEDIAN 2.759 VALID CASES 110
MODE 4.000 MISSING CASES 5

4. Educational Planning

TOTAL CASES 115



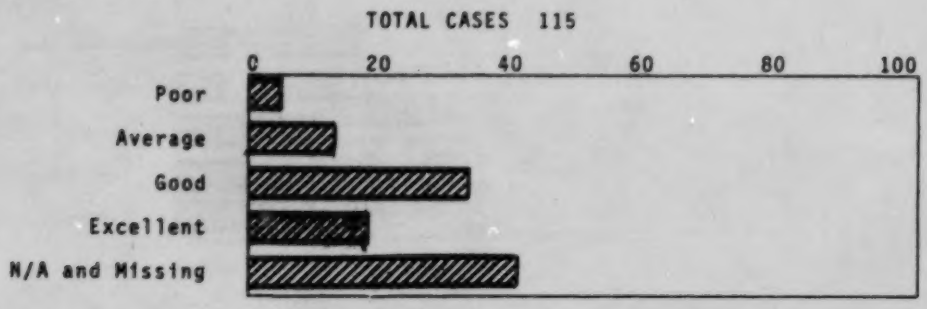
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Most Important	6	5.2	5.5
Second	29	25.2	26.6
Third	43	37.4	39.4
Least Important	31	27.0	28.4
Missing	6	5.2	Missing
Totals	115	100.0	100.0

MEAN 2.908 RANGE 3.000
MEDIAN 2.953 VALID CASES 109
MODE 3.000 MISSING CASES 6

1. Rate the following sources of input and information for the content, organization, and the instruction of your occupational investigation class.

State Curriculum Centers

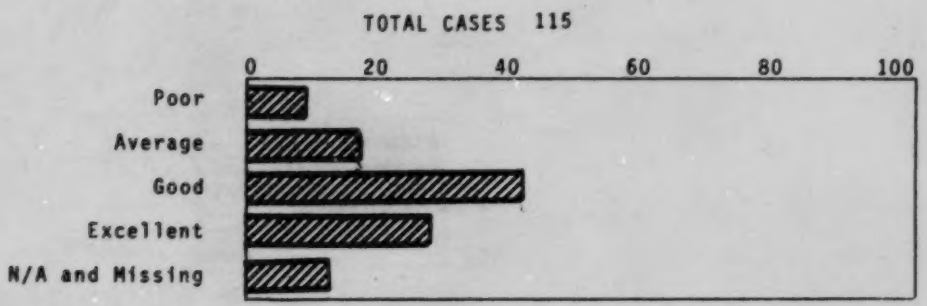


FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Poor	5	4.3	6.8
Average	16	13.9	21.6
Good	35	30.4	47.3
Excellent	18	15.7	24.3
N/A and Missing	41	35.7	Missing
Totals	115	100.0	100.0

MEAN	2.829	RANGE	3.000
MEDIAN	2.957	VALID CASES	74
MODE	3.000	MISSING CASES	41

Texas Education Agency

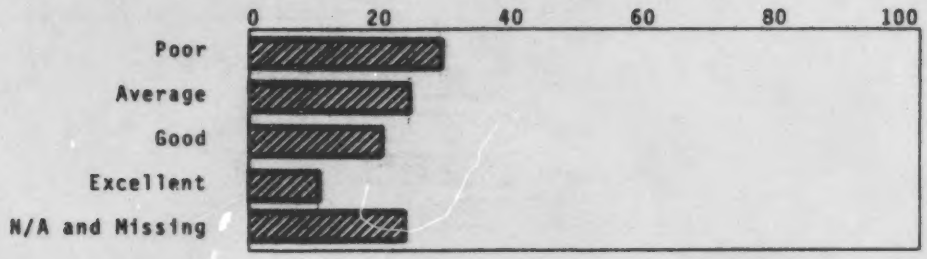


	ABSOLUTE	RELATIVE	ADJUSTED
Poor	10	8.7	10.0
Average	18	15.7	18.0
Good	43	37.4	43.0
Excellent	29	25.2	29.0
N/A and Missing	15	13.0	Missing
Totals	115	100.0	100.0

MEAN	2.910	RANGE	3.000
MEDIAN	3.012	VALID CASES	100
MODE	3.000	MISSING CASES	15

Local inservice activities

TOTAL CASES 115



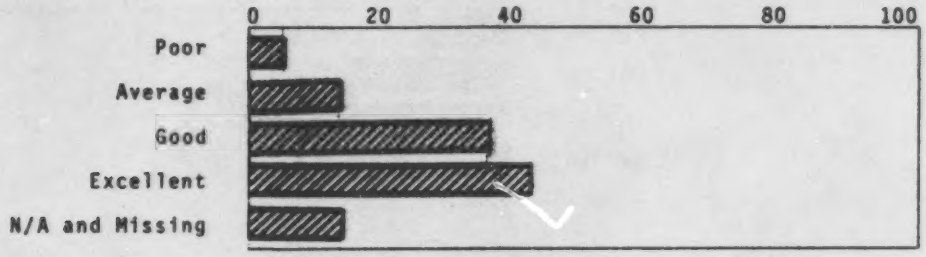
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Poor	33	28.7	36.3
Average	26	22.6	28.6
Good	20	17.4	22.0
Excellent	12	10.4	13.2
N/A and Missing	24	20.9	Missing
Totals	115	100.0	100.0

MEAN	2.121	RANGE	3.000
MEDIAN	1.981	VALID CASES	91
MODE	1.000	MISSING CASES	24

State inservice activities

TOTAL CASES 115



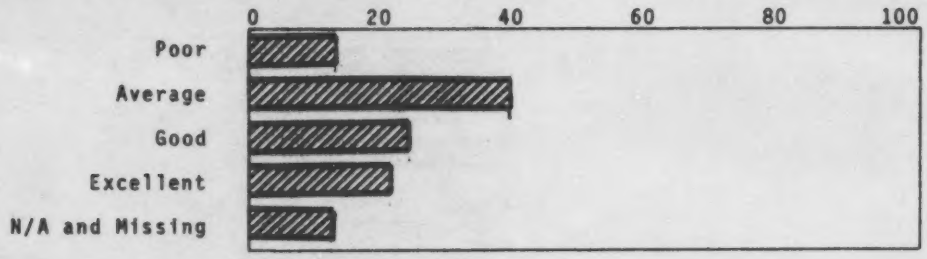
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Poor	5	4.3	5.0
Average	15	13.0	15.0
Good	38	33.0	38.0
Excellent	42	36.5	42.0
N/A and Missing	15	13.0	Missing
Totals	115	100.0	100.0

MEAN	3.170	RANGE	3.000
MEDIAN	3.289	VALID CASES	100
MODE	4.000	MISSING CASES	15

Regional service centers

TOTAL CASES 115



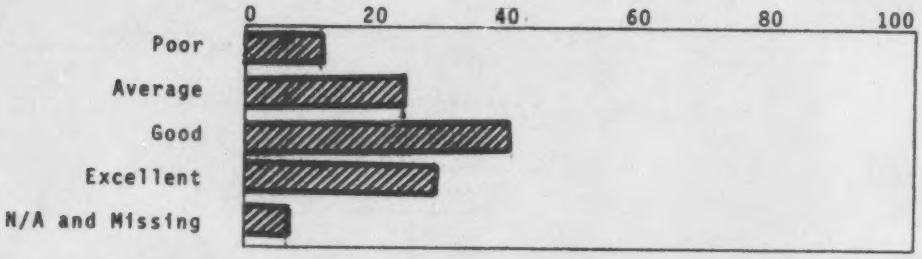
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Poor	14	12.2	14.1
Average	40	34.8	40.4
Good	24	20.9	24.2
Excellent	21	18.3	21.2
N/A and Missing	16	13.9	Missing
Totals	115	100.0	100.0

MEAN	2.525	RANGE	3.000
MEDIAN	2.387	VALID CASES	99
MODE	2.000	MISSING CASES	16

Certification class

TOTAL CASES 115



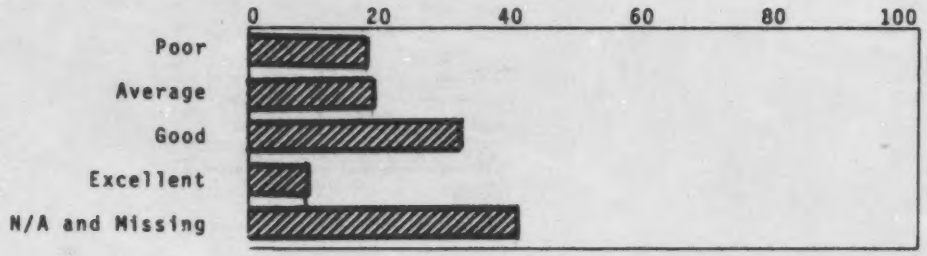
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Poor	12	10.4	11.3
Average	23	20.0	21.7
Good	41	35.7	38.7
Excellent	30	26.1	28.3
N/A and Missing	9	7.8	Missing
Totals	115	100.0	100.0

MEAN	2.840	RANGE	3.000
MEDIAN	2.939	VALID CASES	106
MODE	3.000	MISSING CASES	9

Other university classes

TOTAL CASES 115



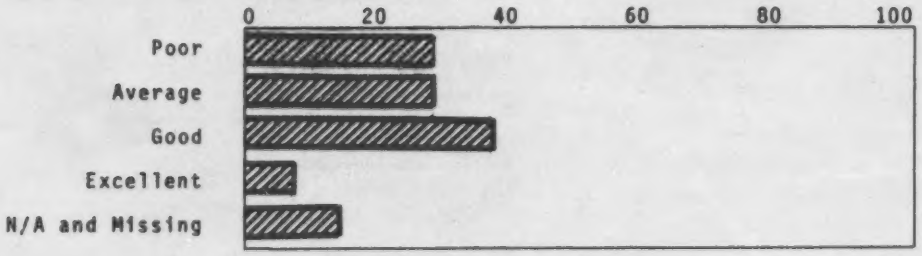
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Poor	18	15.7	24.3
Average	19	16.5	25.7
Good	28	24.3	37.8
Excellent	9	7.8	12.2
N/A and Missing	41	35.7	Missing
Totals	115	100.0	100.0

MEAN	2.378	RANGE	3.000
MEDIAN	2.500	VALID CASES	74
MODE	3.000	MISSING CASES	41

School administrators

TOTAL CASES 115



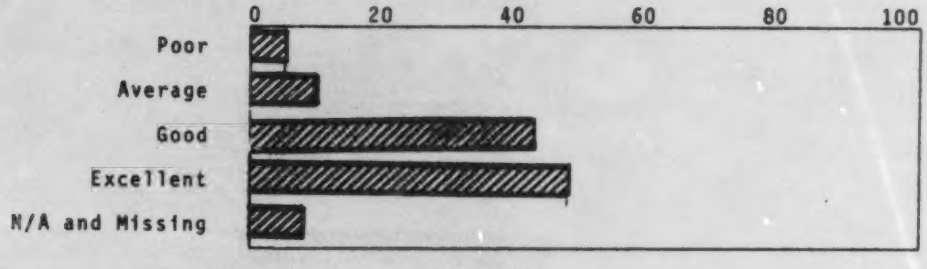
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Poor	27	23.5	27.0
Average	27	23.5	27.0
Good	37	32.2	37.0
Excellent	9	7.8	9.0
N/A and Missing	15	13.0	Missing
Totals	115	100.0	100.0

MEAN	2.280	RANGE	3.000
MEDIAN	2.352	VALID CASES	100
MODE	3.000	MISSING CASES	15

Other Occupational Investigation teachers

TOTAL CASES 115



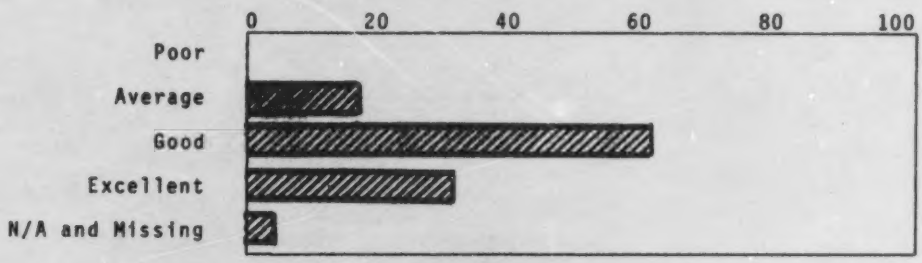
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Poor	5	4.3	4.7
Average	9	7.8	8.5
Good	43	37.4	40.6
Excellent	49	42.6	46.2
N/A and Missing	9	7.8	Missing
Totals	115	100.0	100.0

MEAN	3.283	RANGE	3.000
MEDIAN	3.407	VALID CASES	106
MODE	4.000	MISSING CASES	9

Self-constructed materials

TOTAL CASES 115



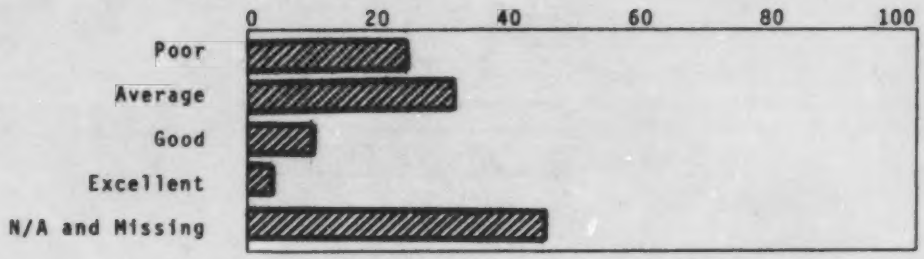
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Poor	0	0.0	0.0
Average	17	14.8	15.3
Good	62	53.9	55.9
Excellent	32	27.8	28.8
N/A and Missing	4	3.5	Missing
Totals	115	100.0	100.0

MEAN	3.135	RANGE	2.000
MEDIAN	3.121	VALID CASES	111
MODE	3.000	MISSING CASES	4

Advisory committee

TOTAL CASES 115



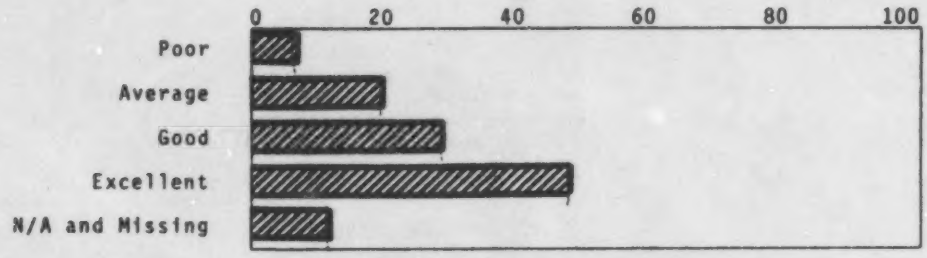
	ABSOLUTE	RELATIVE	ADJUSTED
Poor	24	20.9	34.8
Average	32	27.8	46.4
Good	10	8.7	14.5
Excellent	3	2.6	4.3
N/A and Missing	46	40.0	Missing
Totals	115	100.0	100.0

MEAN	1.884	RANGE	3.000
MEDIAN	1.828	VALID CASES	69
MODE	2.000	MISSING CASES	46

2. What degree of support do you feel your program receives from the following groups or persons?

TEA personnel

TOTAL CASES 115



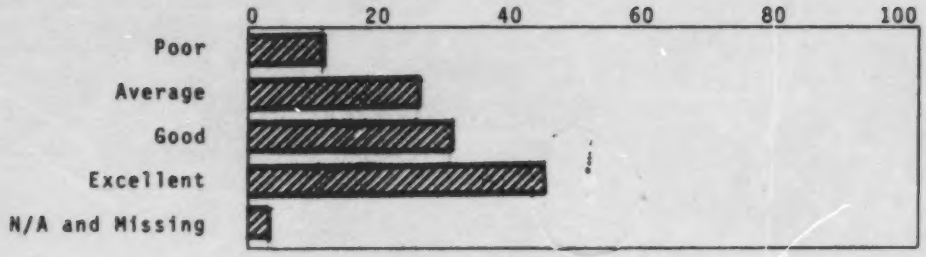
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Poor	6	5.2	5.8
Average	20	17.4	19.4
Good	30	26.1	29.1
Excellent	47	40.9	45.6
N/A and Missing	12	10.4	Missing
Totals	115	100.0	100.0

MEAN	3.146	RANGE	3.000
MEDIAN	3.350	VALID CASES	103
MODE	4.000	MISSING CASES	12

Your administration

TOTAL CASES 115



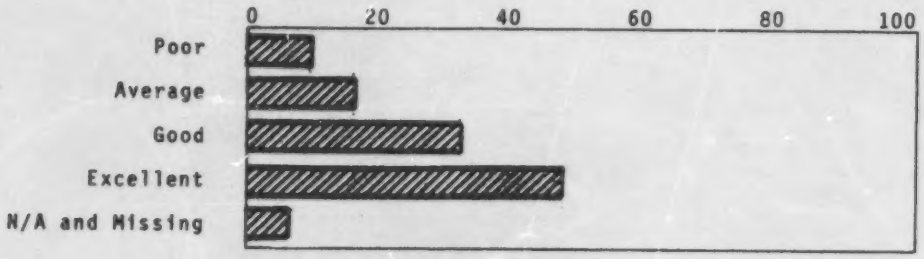
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Poor	12	10.4	10.7
Average	25	21.7	22.3
Good	31	27.0	27.7
Excellent	44	38.3	39.3
N/A and Missing	3	2.6	Missing
Totals	115	100.0	100.0

MEAN	2.955	RANGE	3.000
MEDIAN	3.113	VALID CASES	112
MODE	4.000	MISSING CASES	3

Your vocational department

TOTAL CASES 115



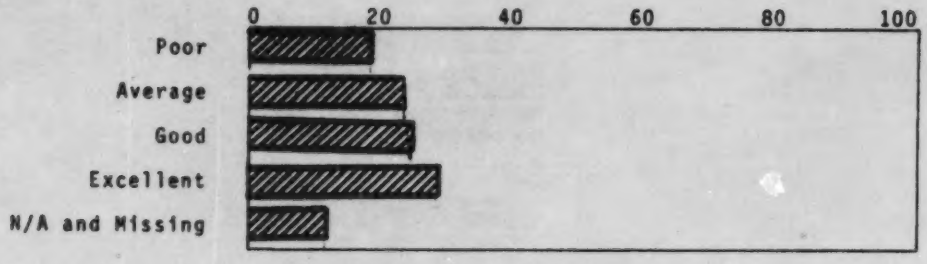
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Poor	10	8.7	9.3
Average	17	14.8	15.9
Good	33	28.7	30.8
Excellent	47	40.9	43.9
N/A and Missing	8	7.0	Missing
Totals	115	100.0	100.0

MEAN	3.093	RANGE	3.000
MEDIAN	3.303	VALID CASES	107
MODE	4.000	MISSING CASES	8

Junior high counselors

TOTAL CASES 115



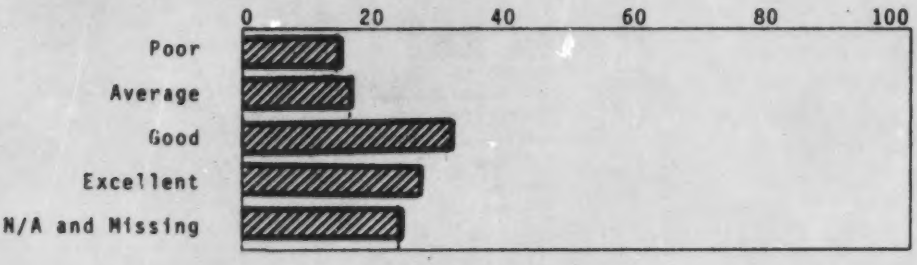
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Poor	19	16.5	19.2
Average	26	22.6	26.3
Good	25	21.7	25.3
Excellent	29	25.2	29.3
N/A and Missing	16	13.9	Missing
Totals	115	100.0	100.0

MEAN	2.646	RANGE	3.000
MEDIAN	2.680	VALID CASES	99
MODE	4.000	MISSING CASES	16

Vocational counselors

TOTAL CASES 115



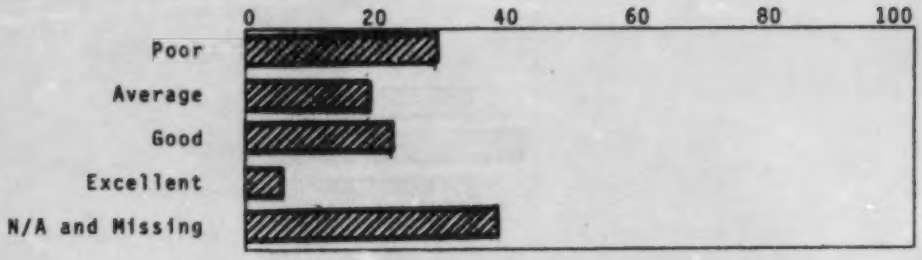
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Poor	15	13.0	16.5
Average	17	14.8	18.7
Good	32	27.8	35.2
Excellent	27	23.5	29.7
N/A and Missing	24	20.9	Missing
Totals	115	100.0	100.0

MEAN	2.780	RANGE	3.000
MEDIAN	2.922	VALID CASES	91
MODE	3.000	MISSING CASES	24

High school counselors

TOTAL CASES 115



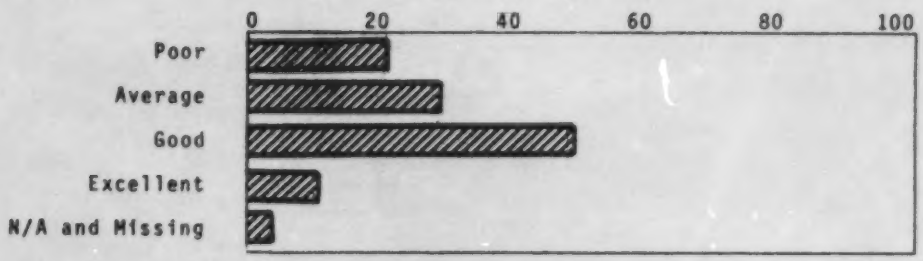
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Poor	30	26.1	39.5
Average	19	16.5	25.0
Good	22	19.1	28.9
Excellent	5	4.3	6.6
N/A and Missing	39	33.9	Missing
Totals	115	100.0	100.0

MEAN	2.026	RANGE	3.000
MEDIAN	1.921	VALID CASES	76
MODE	1.000	MISSING CASES	39

Fellow teachers

TOTAL CASES 115



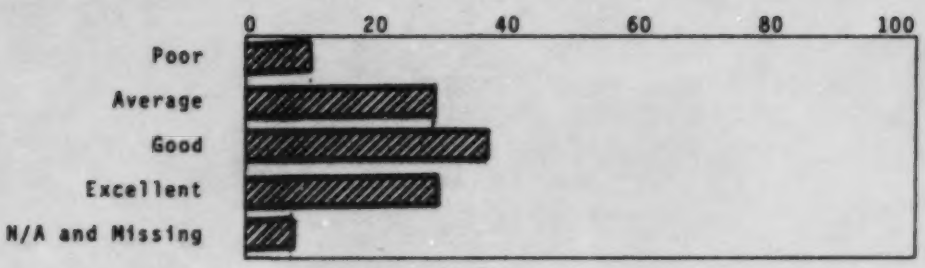
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Poor	21	18.3	18.9
Average	27	23.5	24.3
Good	50	43.5	45.0
Excellent	13	11.3	11.7
N/A and Missing	4	3.5	Missing
Totals	115	100.0	100.0

MEAN	2.495	RANGE	3.000
MEDIAN	2.650	VALID CASES	111
MODE	3.000	MISSING CASES	4

Parents

TOTAL CASES 115



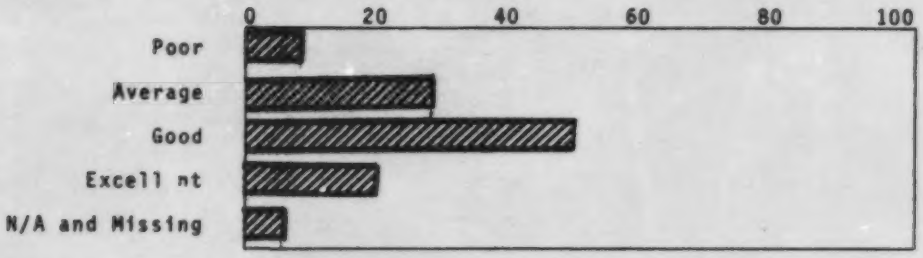
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Poor	13	11.3	12.3
Average	28	24.3	26.4
Good	37	32.2	34.9
Excellent	28	24.3	26.4
N/A and Missing	9	7.8	Missing
Totals	115	100.0	100.0

MEAN	2.755	RANGE	3.000
MEDIAN	2.824	VALID CASES	106
MODE	3.000	MISSING CASES	9

Student body

TOTAL CASES 115



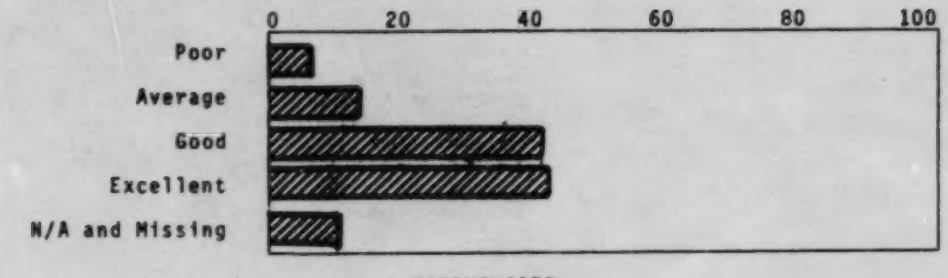
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Poor	8	7.0	7.4
Average	29	25.2	26.9
Good	51	44.3	47.2
Excellent	20	17.4	18.5
N/A and Missing	7	6.1	Missing
Totals	115	100.0	100.0

MEAN	2.769	RANGE	3.000
MEDIAN	2.833	VALID CASES	108
MODE	3.000	MISSING CASES	7

Business and industry

TOTAL CASES 115



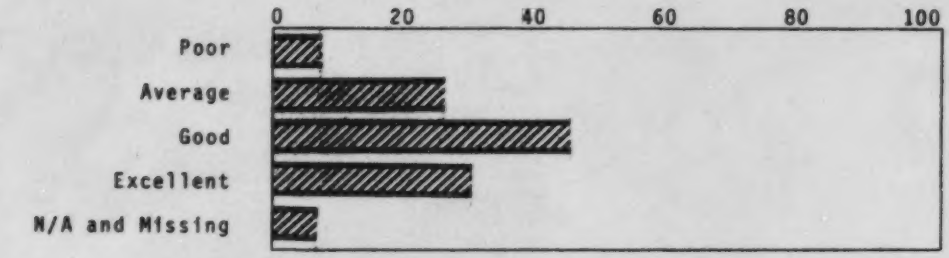
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Poor	6	5.2	5.7
Average	16	13.9	15.2
Good	41	35.7	39.0
Excellent	42	36.5	40.0
N/A and Missing	10	8.7	Missing
Totals	115	100.0	100.0

MEAN	3.133	RANGE	3.000
MEDIAN	3.244	VALID CASES	105
MODE	4.000	MISSING CASES	10

Teacher educators

TOTAL CASES 115



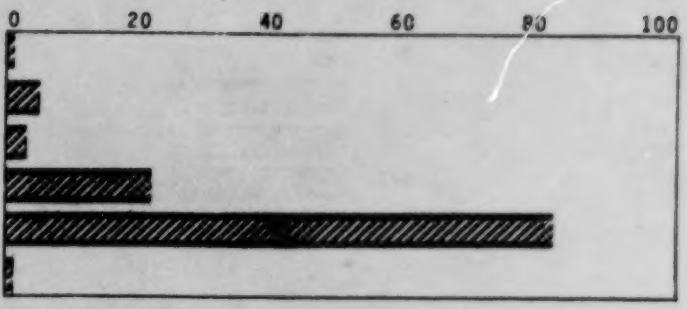
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Poor	7	6.1	6.5
Average	24	20.9	22.2
Good	45	39.1	41.7
Excellent	32	27.8	29.6
N/A and Missing	7	6.1	Missing
Totals	115	100.0	100.0

MEAN	2.944	RANGE	3.000
MEDIAN	3.011	VALID CASES	108
MODE	3.000	MISSING CASES	7

1. O.I. should be a required subject for all junior high students.

TOTAL CASES 115

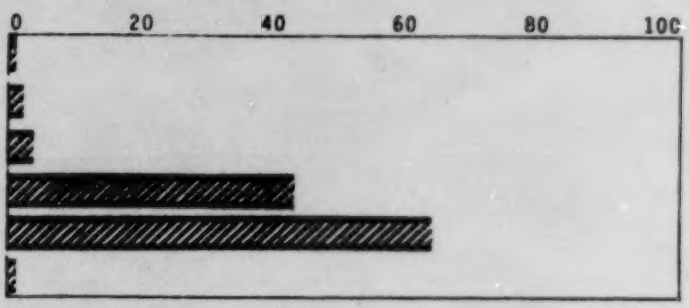


	ABSOLUTE	RELATIVE	ADJUSTED
Strongly Disagree	1	0.9	0.9
Disagree	5	4.3	4.4
Undecided	3	2.6	2.6
Agree	22	19.1	19.3
Strongly Agree	83	72.2	72.8
Missing	1	0.9	Missing
Totals	115	100.0	100.0

MEAN	4.588	RANGE	4.000
MEDIAN	4.813	VALID CASES	114
MODE	5.000	MISSING CASES	1

2. A suggested instructional outline for O.I. is needed by teachers.

TOTAL CASES 115

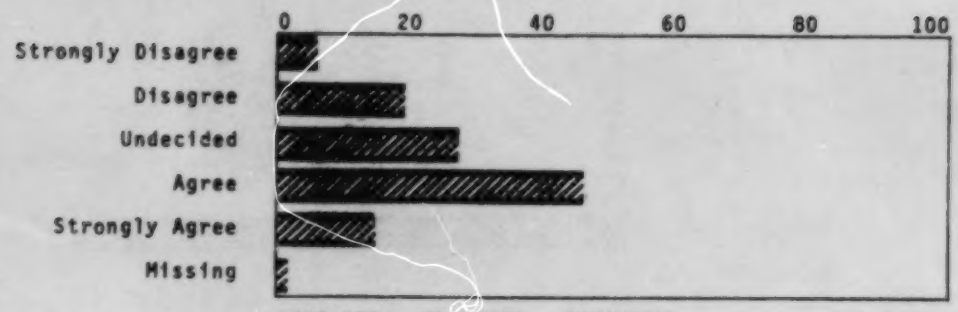


	ABSOLUTE	RELATIVE	ADJUSTED
Strongly Disagree	1	0.9	0.9
Disagree	2	1.7	1.8
Undecided	4	3.5	3.5
Agree	43	37.4	37.7
Strongly Agree	64	55.7	56.1
Missing	1	0.9	Missing
Totals	115	100.0	100.0

MEAN	4.465	RANGE	4.000
MEDIAN	4.609	VALID CASES	114
MODE	5.000	MISSING CASES	1

3. O.I. should teach measurable skills.

TOTAL CASES 115

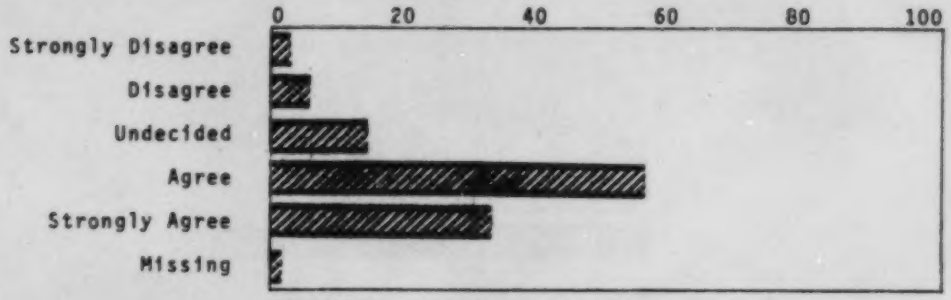


	ABSOLUTE	RELATIVE	ADJUSTED
Strongly Disagree	6	5.2	5.3
Disagree	19	16.5	16.8
Undecided	27	23.5	23.9
Agree	46	40.0	40.7
Strongly Agree	15	13.0	13.3
Missing	2	1.7	Missing
Totals	115	100.0	100.0

MEAN	3.398	RANGE	4.000
MEDIAN	3.598	VALID CASES	113
MODE	4.000	MISSING CASES	2

4. Students with learning disabilities can succeed in O.I.

TOTAL CASES 115

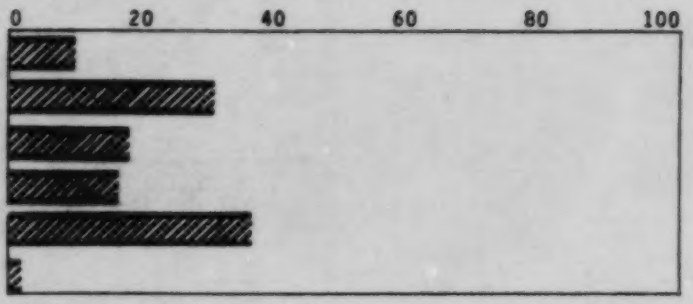


	ABSOLUTE	RELATIVE	ADJUSTED
Strongly Disagree	3	2.6	2.7
Disagree	6	5.2	5.3
Undecided	15	13.0	13.3
Agree	56	48.7	49.6
Strongly Agree	33	28.7	29.2
Missing	2	1.7	Missing
Totals	115	100.0	100.0

MEAN	3.973	RANGE	4.000
MEDIAN	4.080	VALID CASES	113
MODE	4.000	MISSING CASES	2

5. O.I. should be for eighth graders only.

TOTAL CASES 115

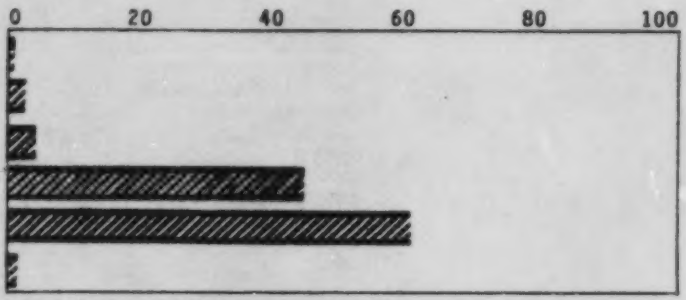


	ABSOLUTE	RELATIVE	ADJUSTED
Strongly Disagree	10	8.7	8.8
Disagree	31	27.0	27.2
Undecided	19	16.5	16.7
Agree	17	14.8	14.9
Strongly Agree	37	32.2	32.5
Missing	1	0.9	Missing
Totals	115	100.0	100.0

MEAN	3.351	RANGE	4.000
MEDIAN	3.342	VALID CASES	114
MODE	5.000	MISSING CASES	1

6. I have students of all abilities from bright to learning disabled.

TOTAL CASES 115

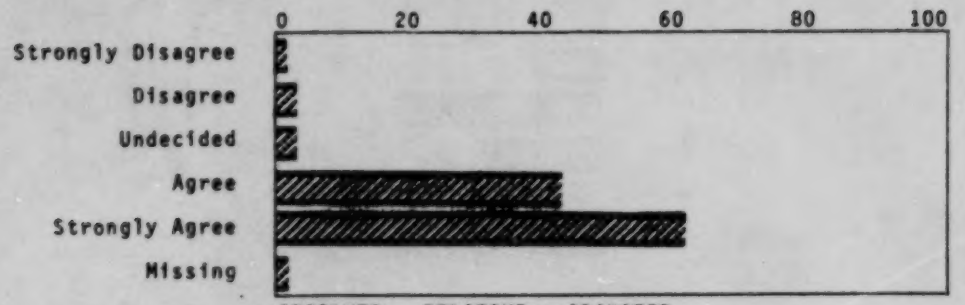


	ABSOLUTE	RELATIVE	ADJUSTED
Strongly Disagree	1	0.9	0.9
Disagree	3	2.6	2.6
Undecided	4	3.5	3.5
Agree	45	39.1	39.5
Strongly Agree	61	53.0	53.5
Missing	1	0.9	Missing
Totals	115	100.0	100.0

MEAN	4.421	RANGE	4.000
MEDIAN	4.566	VALID CASES	114
MODE	5.000	MISSING CASES	1

7. O.I. should serve a guidance function.

TOTAL CASES 115

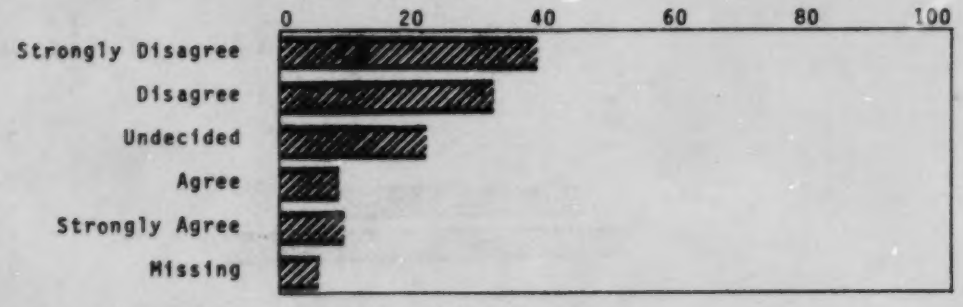


	ABSOLUTE	RELATIVE	ADJUSTED
Strongly Disagree	2	1.7	1.8
Disagree	3	2.6	2.7
Undecided	3	2.6	2.7
Agree	43	37.4	38.1
Strongly Agree	62	53.9	54.9
Missing	2	1.7	Missing
Totals	115	100.0	100.0

MEAN	4.416	RANGE	4.000
MEDIAN	4.589	VALID CASES	113
MODE	5.000	MISSING CASES	2

8. All O.I. classes should be for 36 weeks.

TOTAL CASES 115

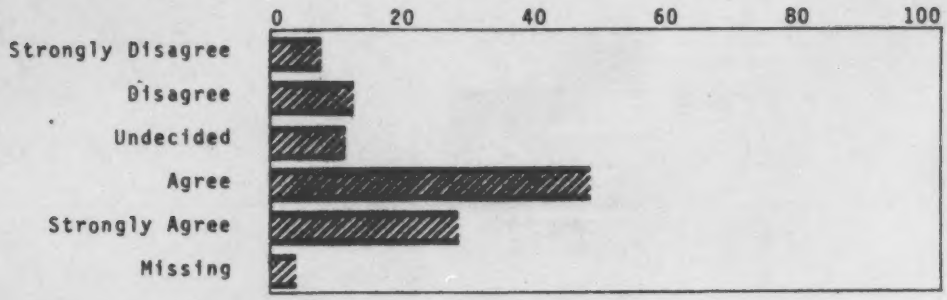


	ABSOLUTE	RELATIVE	ADJUSTED
Strongly Disagree	39	33.9	34.8
Disagree	32	27.8	28.6
Undecided	22	19.1	19.6
Agree	9	7.8	8.0
Strongly Agree	10	8.7	8.9
Missing	3	2.6	Missing
Totals	115	100.0	100.0

MEAN	2.277	RANGE	4.000
MEDIAN	2.031	VALID CASES	112
MODE	1.000	MISSING CASES	3

9. Certification classes helped me in teaching O.I.

TOTAL CASES 115

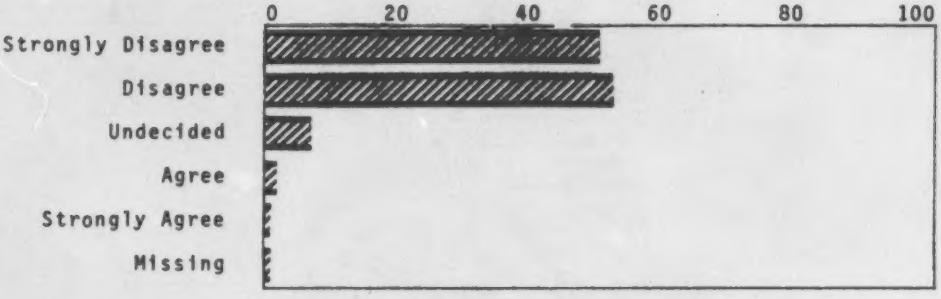


	ABSOLUTE	RELATIVE	ADJUSTED
Strongly Disagree	8	7.0	7.2
Disagree	13	11.3	11.7
Undecided	12	10.4	10.8
Agree	49	42.6	44.1
Strongly Agree	29	25.2	26.1
Missing	4	3.5	Missing
Totals	115	100.0	100.0

MEAN	3.703	RANGE	4.000
MEDIAN	3.959	VALID CASES	111
MODE	4.000	MISSING CASES	4

10. O.I. should be for seventh graders only.

TOTAL CASES 115

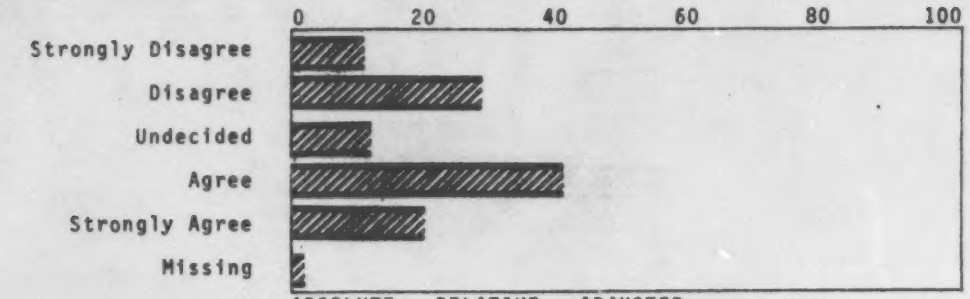


	ABSOLUTE	RELATIVE	ADJUSTED
Strongly Disagree	51	44.3	44.7
Disagree	53	46.1	46.5
Undecided	7	6.1	6.1
Agree	2	1.7	1.8
Strongly Agree	1	0.9	0.9
Missing	1	0.9	Missing
Totals	115	100.0	100.0

MEAN	1.675	RANGE	4.000
MEDIAN	1.613	VALID CASES	114
MODE	2.000	MISSING CASES	1

11. I have always had enough sources of instructional materials.

TOTAL CASES 115

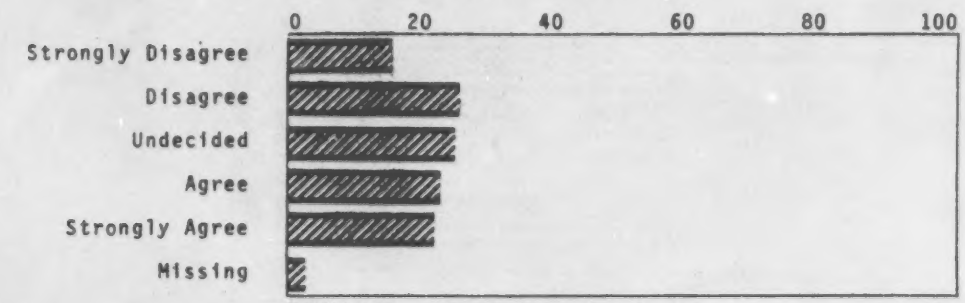


	ABSOLUTE	RELATIVE	ADJUSTED
Strongly Disagree	11	9.6	9.7
Disagree	29	25.2	25.7
Undecided	12	10.4	10.6
Agree	41	35.7	36.3
Strongly Agree	20	17.4	17.7
Missing	2	1.7	Missing
Totals	115	100.0	100.0

MEAN	3.265	RANGE	4.000
MEDIAN	3.610	VALID CASES	113
MODE	4.000	MISSING CASES	2

12. All O.I. classes should be for 18 weeks.

TOTAL CASES 115

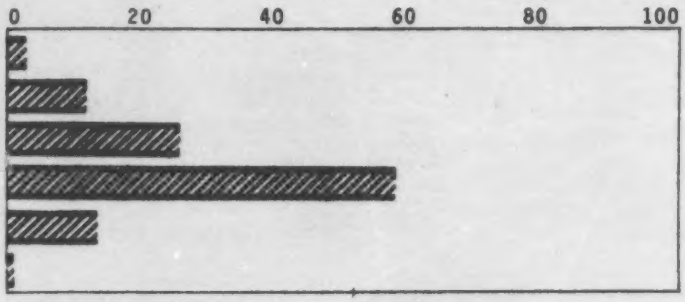


	ABSOLUTE	RELATIVE	ADJUSTED
Strongly Disagree	16	13.9	14.3
Disagree	26	22.6	23.2
Undecided	25	21.7	22.3
Agree	23	20.0	20.5
Strongly Agree	22	19.1	19.6
Missing	3	2.6	Missing
Totals	115	100.0	100.0

MEAN	3.080	RANGE	4.000
MEDIAN	3.060	VALID CASES	112
MODE	2.000	MISSING CASES	3

13. I am capable of developing a follow-up system for my O.I. students.

TOTAL CASES 115

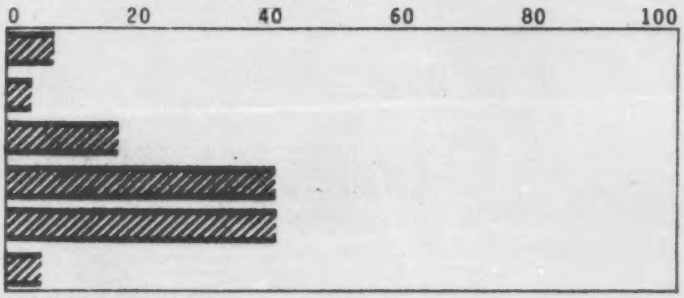


	ABSOLUTE	RELATIVE	ADJUSTED
Strongly Disagree	3	2.6	2.6
Disagree	12	10.4	10.5
Undecided	26	22.6	22.8
Agree	59	51.3	51.8
Strongly Agree	14	12.2	12.3
Missing	1	0.9	Missing
Totals	115	100.0	100.0

MEAN	3.605	RANGE	4.000
MEDIAN	3.771	VALID CASES	114
MODE	4.000	MISSING CASES	1

14. T.E.A. State inservice activities have helped me to teach O.I.

TOTAL CASES 115

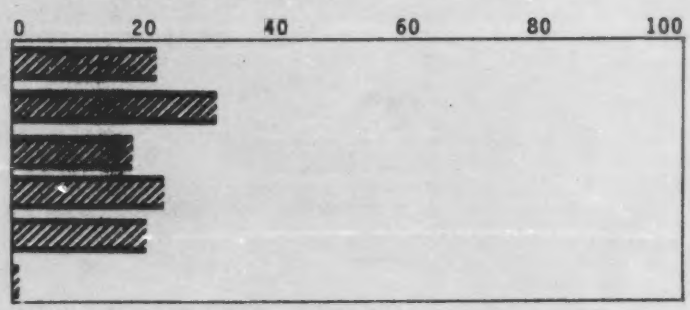


	ABSOLUTE	RELATIVE	ADJUSTED
Strongly Disagree	7	6.1	6.4
Disagree	4	3.5	3.6
Undecided	17	14.8	15.5
Agree	41	35.7	37.3
Strongly Agree	41	35.7	37.3
Missing	5	4.3	Missing
Totals	115	100.0	100.0

MEAN	3.955	RANGE	4.000
MEDIAN	4.159	VALID CASES	110
MODE	4.000	MISSING CASES	5

15. O.I. should be for both seventh and eighth graders.

TOTAL CASES 115

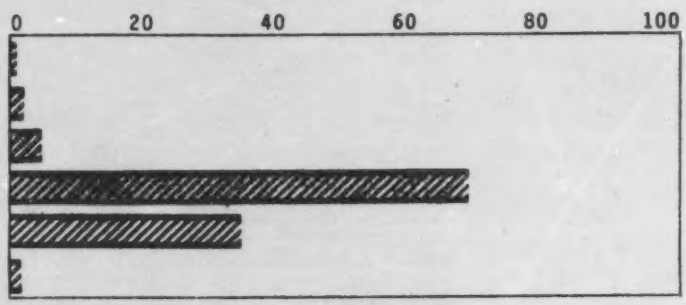


	ABSOLUTE	RELATIVE	ADJUSTED
Strongly Disagree	22	19.1	19.3
Disagree	31	27.0	27.2
Undecided	18	15.7	15.8
Agree	23	20.0	20.2
Strongly Agree	20	17.4	17.5
Missing	1	0.9	Missing
Totals	115	100.0	100.0

MEAN	2.895	RANGE	4.000
MEDIAN	2.722	VALID CASES	114
MODE	2.000	MISSING CASES	1

16. I know what the instructional content should be for O.I.

TOTAL CASES 115

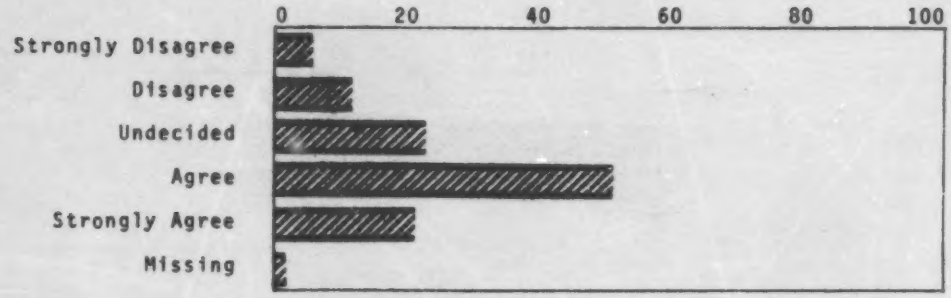


	ABSOLUTE	RELATIVE	ADJUSTED
Strongly Disagree	1	0.9	0.9
Disagree	2	1.7	1.8
Undecided	5	4.3	4.4
Agree	70	60.9	61.9
Strongly Agree	35	30.4	31.0
Missing	2	1.7	Missing
Totals	115	100.0	100.0

MEAN	4.204	RANGE	4.000
MEDIAN	4.193	VALID CASES	113
MODE	4.000	MISSING CASES	2

17. The administration in my district understands O.I.

TOTAL CASES 115



FREQUENCIES

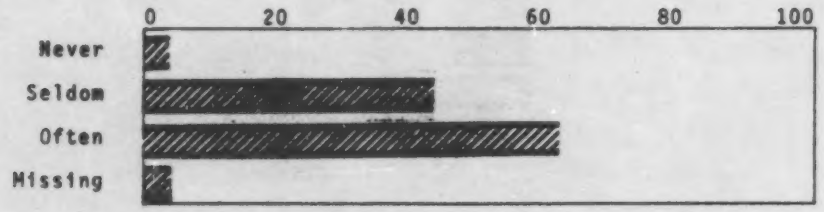
	ABSOLUTE	RELATIVE	ADJUSTED
Strongly Disagree	6	5.2	5.3
Disagree	12	10.4	10.6
Undecided	23	20.0	20.4
Agree	51	44.3	45.1
Strongly Agree	21	18.3	18.6
Missing	2	1.7	Missing
Totals	115	100.0	100.0

MEAN	3.611	RANGE	4.000
MEDIAN	3.804	VALID CASES	113
MODE	4.000	MISSING CASES	2

Listed below are teaching methods/strategies. Please check how often you use them in your occupational investigation classroom.

Educational games

TOTAL CASES 115



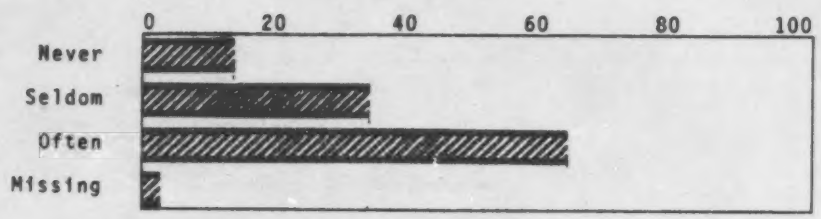
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Never	4	3.5	3.6
Seldom	44	38.3	39.6
Often	63	54.8	56.8
Missing	4	3.5	Missing
Totals	115	100.0	100.0

MEAN	2.532	RANGE	2.000
MEDIAN	2.619	VALID CASES	111
MODE	3.000	MISSING CASES	4

Field trips

TOTAL CASES 115



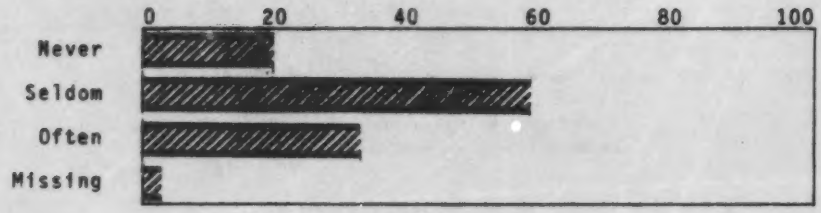
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Never	14	12.2	12.5
Seldom	35	30.4	31.3
Often	63	54.8	56.3
Missing	3	2.6	Missing
Totals	115	100.0	100.0

MEAN	2.438	RANGE	2.000
MEDIAN	2.611	VALID CASES	112
MODE	3.000	MISSING CASES	3

Library work

TOTAL CASES 115



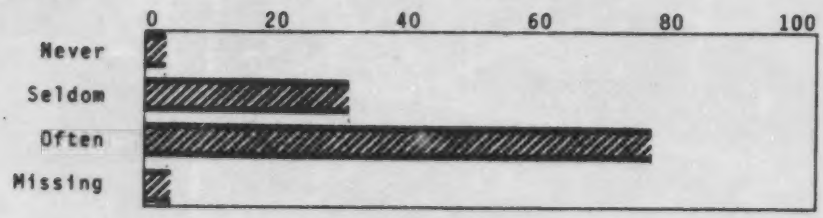
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Never	20	17.4	17.9
Seldom	59	51.3	52.7
Often	33	28.7	29.5
Missing	3	2.6	Missing
Totals	115	100.0	100.0

MEAN	2.116	RANGE	2.000
MEDIAN	2.110	VALID CASES	112
MODE	2.000	MISSING CASES	3

Resource speakers

TOTAL CASES 115



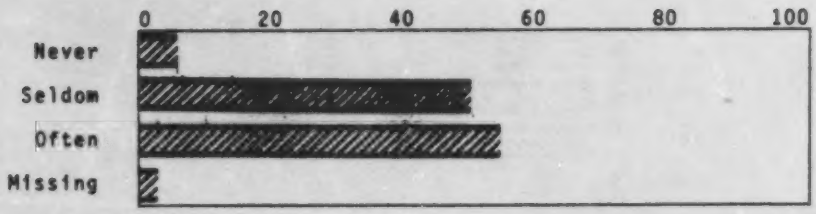
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Never	3	2.6	2.7
Seldom	31	27.0	27.9
Often	77	67.0	69.4
Missing	4	3.5	Missing
Totals	115	100.0	100.0

MEAN	2.667	RANGE	2.000
MEDIAN	2.779	VALID CASES	111
MODE	3.000	MISSING CASES	4

Written tests

TOTAL CASES 115



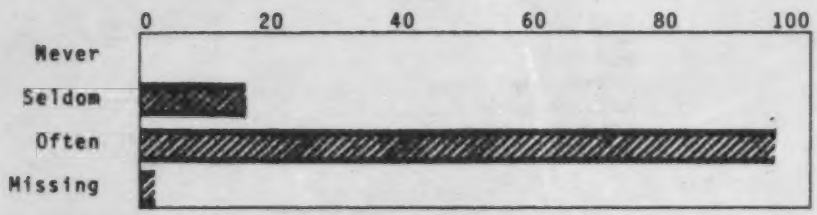
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Never	6	5.2	5.4
Seldom	51	44.3	45.5
Often	55	47.8	49.1
Missing	3	2.6	Missing
Totals	115	100.0	100.0

MEAN	2.438	RANGE	2.000
MEDIAN	2.480	VALID CASES	112
MODE	3.000	MISSING CASES	3

Work sheets

TOTAL CASES 115



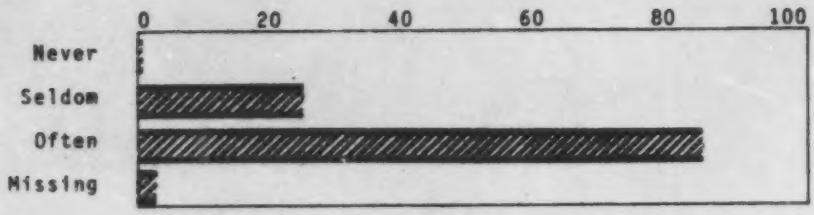
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Never	0	0.0	0.0
Seldom	16	13.9	14.2
Often	97	84.3	85.8
Missing	2	1.7	Missing
Totals	115	100.0	100.0

MEAN	2.858	RANGE	1.000
MEDIAN	2.918	VALID CASES	113
MODE	3.000	MISSING CASES	2

Movies

TOTAL CASES 115



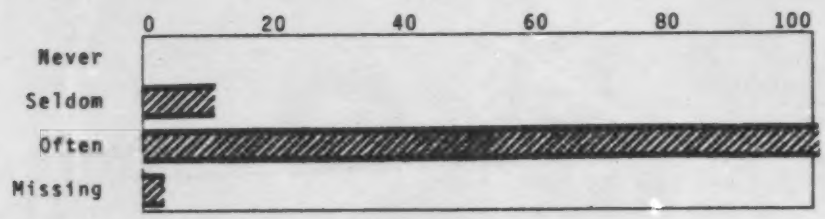
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Never	1	0.9	0.9
Seldom	25	21.7	22.3
Often	86	74.8	76.8
Missing	3	2.6	Missing
Totals	115	100.0	100.0

MEAN	2.759	RANGE	2.000
MEDIAN	2.849	VALID CASES	112
MODE	3.000	MISSING CASES	3

Film Strips

TOTAL CASES 115



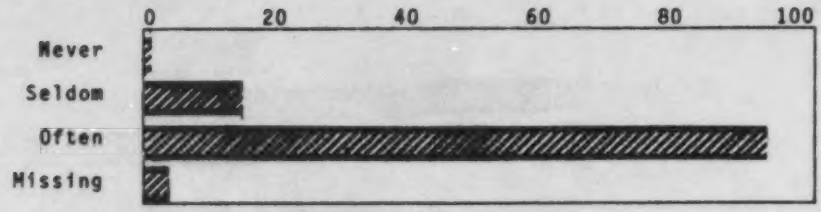
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Never	0	0.0	0.0
Seldom	11	9.6	9.8
Often	101	87.8	90.2
Missing	3	2.6	Missing
Totals	115	100.0	100.0

MEAN	2.902	RANGE	1.000
MEDIAN	2.946	VALID CASES	112
MODE	3.000	MISSING CASES	3

Reference materials

TOTAL CASES 115



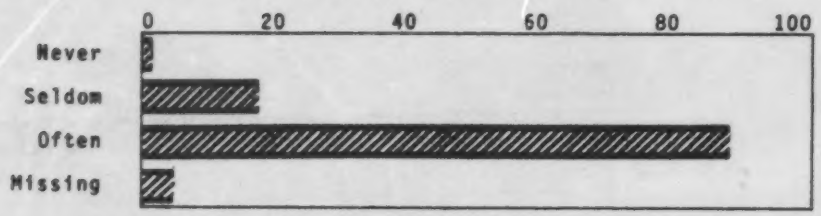
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Never	1	0.9	0.9
Seldom	15	13.0	13.5
Often	95	82.6	85.6
Missing	4	3.5	Missing
Totals	115	100.0	100.0

MEAN	2.847	RANGE	2.000
MEDIAN	2.916	VALID CASES	111
MODE	3.000	MISSING CASES	4

Hands-on activities

TOTAL CASES 115



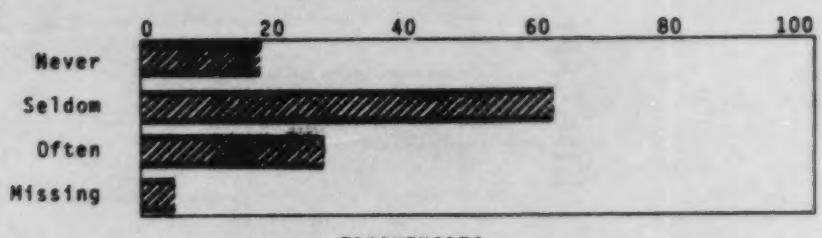
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Never	2	1.7	1.8
Seldom	18	15.7	16.4
Often	90	78.3	81.8
Missing	5	4.3	Missing
Totals	115	100.0	100.0

MEAN	2.800	RANGE	2.000
MEDIAN	2.889	VALID CASES	110
MODE	3.000	MISSING CASES	5

Memory work

TOTAL CASES 115



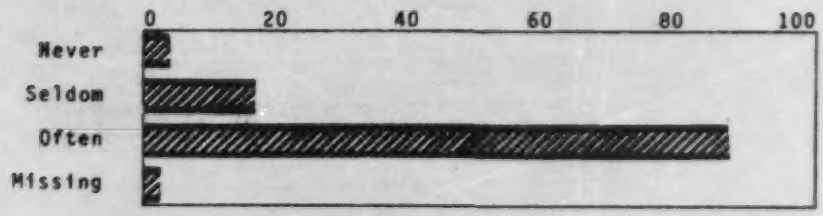
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Never	19	16.5	17.3
Seldom	63	54.8	57.3
Often	28	24.3	25.5
Missing	5	4.3	Missing
Totals	115	100.0	100.0

MEAN	2.082	RANGE	2.000
MEDIAN	2.071	VALID CASES	110
MODE	2.000	MISSING CASES	5

Group discussions

TOTAL CASES 115



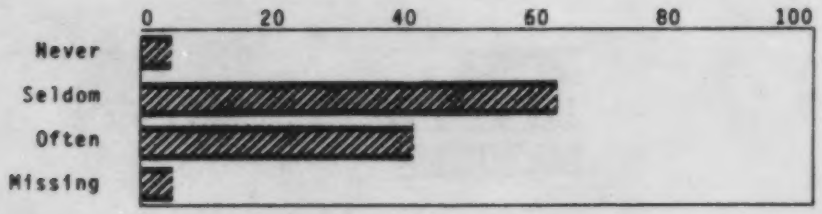
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Never	4	3.5	3.6
Seldom	17	14.8	15.2
Often	91	79.1	81.3
Missing	3	2.6	Missing
Totals	115	100.0	100.0

MEAN	2.777	RANGE	2.000
MEDIAN	2.885	VALID CASES	112
MODE	3.000	MISSING CASES	3

Written reports

TOTAL CASES 115



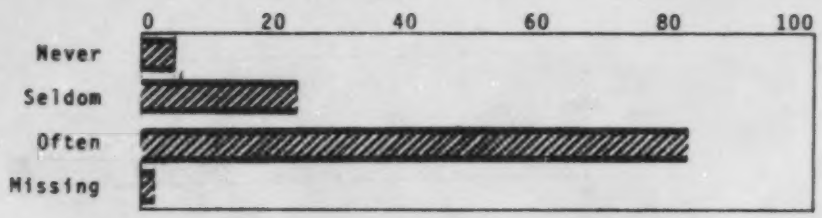
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Never	5	4.3	4.5
Seldom	63	54.8	57.3
Often	42	36.5	38.2
Missing	5	4.3	Missing
Totals	115	100.0	100.0

MEAN	2.336	RANGE	2.000
MEDIAN	2.294	VALID CASES	110
MODE	2.000	MISSING CASES	5

Student notebooks

TOTAL CASES 115



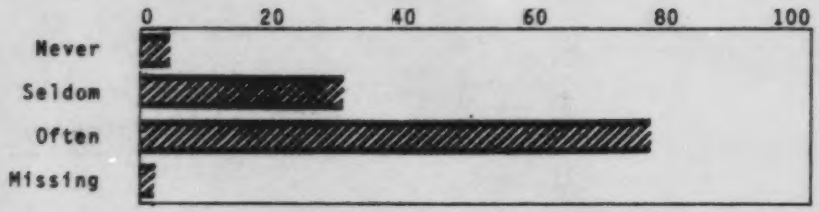
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Never	6	5.2	5.3
Seldom	24	20.9	21.2
Often	83	72.2	73.5
Missing	2	1.7	Missing
Totals	115	100.0	100.0

MEAN	2.681	RANGE	2.000
MEDIAN	2.819	VALID CASES	113
MODE	3.000	MISSING CASES	2

Lecture-discussion

TOTAL CASES 115



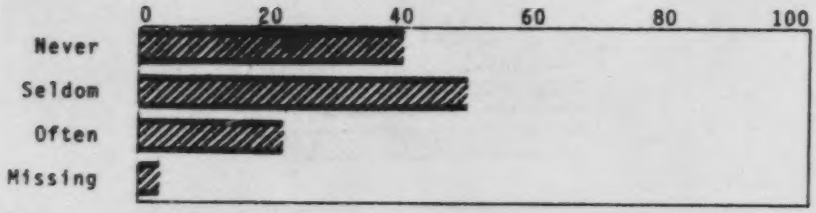
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Never	4	3.5	3.5
Seldom	31	27.0	27.4
Often	78	67.8	69.0
Missing	2	1.7	Missing
Totals	115	100.0	100.0

MEAN	2.655	RANGE	2.000
MEDIAN	2.776	VALID CASES	113
MODE	3.000	MISSING CASES	2

Spelling tests

TOTAL CASES 115



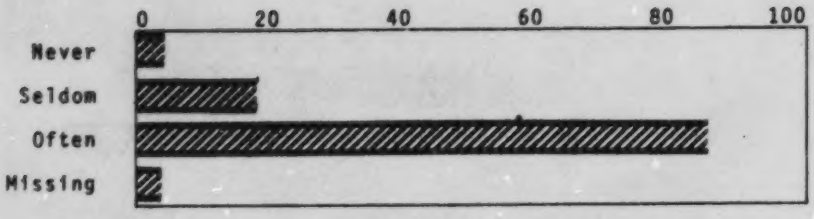
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Never	40	34.8	35.7
Seldom	50	43.5	44.6
Often	22	19.1	19.6
Missing	3	2.6	Missing
Totals	115	100.0	100.0

MEAN	1.839	RANGE	2.000
MEDIAN	1.820	VALID CASES	112
MODE	2.000	MISSING CASES	3

Information sheets

TOTAL CASES 115



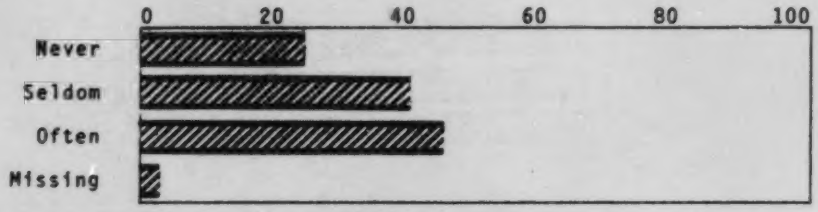
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Never	3	2.6	2.7
Seldom	19	16.5	17.1
Often	89	77.4	80.2
Missing	4	3.5	Missing
Totals	115	100.0	100.0

MEAN	2.775	RANGE	2.000
MEDIAN	2.876	VALID CASES	111
MODE	3.000	MISSING CASES	4

Payroll system

TOTAL CASES 115



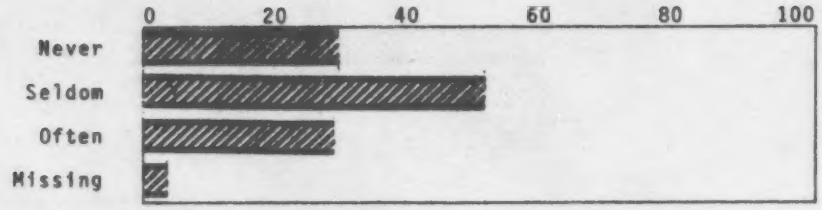
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Never	25	21.7	22.3
Seldom	41	35.7	36.6
Often	46	40.0	41.1
Missing	3	2.6	Missing
Totals	115	100.0	100.0

MEAN	2.188	RANGE	2.000
MEDIAN	2.256	VALID CASES	112
MODE	3.000	MISSING CASES	3

Learning centers

TOTAL CASES 115



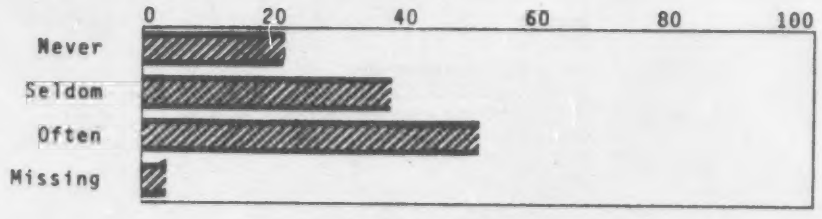
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Never	30	26.1	27.0
Seldom	52	45.2	46.8
Often	29	25.2	26.1
Missing	4	3.5	Missing
Totals	115	100.0	100.0

MEAN	1.991	RANGE	2.000
MEDIAN	1.990	VALID CASES	111
MODE	2.000	MISSING CASES	4

Final exams

TOTAL CASES 115



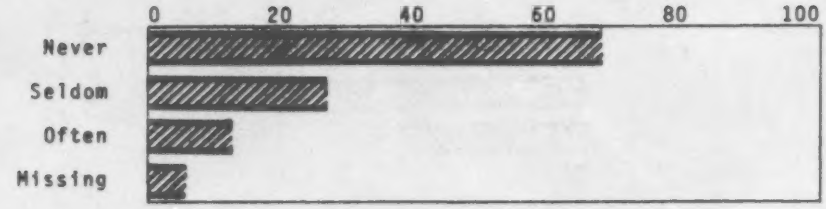
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Never	22	19.1	19.8
Seldom	38	33.0	34.2
Often	51	44.3	45.9
Missing	4	3.5	Missing
Totals	115	100.0	100.0

MEAN	2.261	RANGE	2.000
MEDIAN	2.382	VALID CASES	111
MODE	3.000	MISSING CASES	4

Computer systems

TOTAL CASES 115



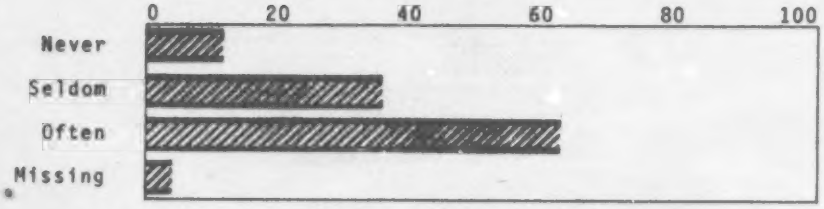
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Never	69	60.0	63.3
Seldom	27	23.5	24.8
Often	13	11.3	11.9
Missing	6	5.2	Missing
Totals	115	100.0	100.0

MEAN	1.486	RANGE	2.000
MEDIAN	1.290	VALID CASES	109
MODE	1.000	MISSING CASES	6

Role playing

TOTAL CASES 115



FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Never	12	10.4	10.8
Seldom	36	31.3	32.4
Often	63	54.8	56.8
Missing	4	3.5	Missing
Totals	115	100.0	100.0

MEAN	2.459	RANGE	2.000
MEDIAN	2.619	VALID CASES	111
MODE	3.000	MISSING CASES	4

WHAT CHANGES, IF ANY, DO YOU FEEL NEED TO BE MADE IN EXISTING INSTRUCTIONAL CONTENT OF OCCUPATIONAL INVESTIGATION TO MAKE THE COURSE MORE BENEFICIAL TO STUDENTS?

Frequency of Response	Response from teacher
5	More hands-on activities
4	Textbook and workbook
4	The course should be required for all junior high students
3	A general course outline
3	There are enough materials; organization for implementation is needed.
3	Individual needs of district to be met by teacher for the needs of the community
2	The course should be kept flexible
2	Occupational investigation should be taught no younger than eighth grade and possibly at high school level
2	The course should be available to all seventh and eighth graders
2	More life skills should be taught
2	More emphasis on self-awareness
2	Require students to complete a minimum of 12 weeks
1	More emphasis on current job demands
1	More explanations of social security, taxes, etc.
1	More information about first jobs such as fast food service
1	More information on where additional information can be gathered, such as company names, A-V, etc.
1	More written work required of students
1	Quizzes and keys to go with each quiz
1	More reinforcement cluster games
1	More play-like activities should be included on salary, budget, etc.
1	A hands-on module system involving each of the 15 clusters
1	Individual workbook which will include all of the activities listed in the curriculum guide
1	More concentration on educational planning and career related activities
1	Expanded course outline
1	More time should be spent with the subject of values
1	Students need to do more research into their career areas
1	Listening skills and other areas which would help the students be good employees
1	More instructional materials and smaller classes/28 per class
1	Short activities from 15-30 minutes to complete
1	Current materials need more field testing because they are too detailed and mature

1	More field tested curriculum
1	More materials that students enjoy
1	More time for students to spend in their interest areas
1	Let teachers select approaches best suited to teachers and students
1	A form of standardized instructional material in outline form
1	More activities for clusters for large class memberships
1	Emphasis on language and concepts as attitudes, values, interests, decision making skills--so that they can choose better at a later date
1	Existing curriculum must be adjusted to fit the type of students and the length of time
1	Motivation for all levels--bright and handicapped at the same time
1	More room for individualization
1	Changes should be made at the local level
1	Need standardization of clusters used--USOE vs. DOL etc.
1	Up-to-date materials concerning Occupational Investigation, like filmstrips and 16 mm films
1	Make student progress a part of the student's permanent record
1	Instructional areas should be taught in individual semesters or trimesters
1	Should be taught for 18 weeks
1	Additional information to involve parents
1	A list of questions to ask resource speakers
1	A certification course which deals with the exact content to be transmitted to students with a general course outline to follow

BENEFITS TO THE GENERAL GROUP

Frequency of Response	
16	Develops a better understanding of self
15	Provides an overall knowledge of the world of work
9	They learn about occupations available to them
4	Gives exposure to jobs and actual work
4	Provides the knowledge necessary to make career decisions
4	They learn to plan their futures
3	Builds the students' self-confidence
3	Gives them skills they can't get in other classes
3	For most, the first opportunity to start a career selection process
2	Gives them an awareness of opportunities during school
2	Students get involved with other students and learn to get along better
2	Teaches societal role responsibilities
2	Learn skills for job acquisition
2	Learn about skills required for different jobs
2	Helps them choose high school courses
2	Gives a "first-hand" study of jobs that they did not know existed
2	They find out what their interests are and how those interests fit into jobs
2	Learn personal affirmation that each person can change his/her life
2	Provides an application of academic learning to the real world
2	Teaches them things not taught in other classes
2	Exposes them to what the world of work will expect and demand of them
1	Gives them an awareness of opportunities after high school
1	Learn what education/training is available
1	They become more aware of their own capabilities and begin to plan for their futures
1	Become aware of their over-all society
1	Become aware of their potential as future employees
1	Learn that much of life and happiness is centered around careers
1	Provides over-all educational planning
1	Motivates them to think about planning for a career
1	Knowledge about entry level job skills
1	See the future as a reality

1	Develops goals for the individual
1	Learn that all work is important
1	The venacular of the world of work is learned and understood
1	Learn about job options and opportunities
1	Learn life styles
1	Wakes the students up!
1	Awareness of the importance in knowing how to apply for a job
1	Provides information on specific occupations
1	Teaches where to look for information pertaining to careers
1	They get an idea of occupations other than those in the community
1	Awareness of numerous opportunities available to them
1	As they become aware of their own self value, they are more apt to branch out into new fields of interest
1	Teaches the effect of work on life style
1	Teaches them things not dealt with at home
1	Knowledge of high school vocational education programs
1	The world of work is made real
1	Points out that students have many options in education, work, leisure, training etc.
1	They are able to look at themselves with some objectivity and appraise their work attitudes
1	Recognize their abilities, and talents, and determine, to some extent, the occupational area in which they might be most suited
1	Self-paced instruction
1	Exposure to information regarding careers that they wouldn't get in a self-contained classroom
1	More aware of community, school, and self
1	It teaches them structure and organization of thoughts, information and self
1	Helps them to be less apprehensive about the unknown factors in the world of work
1	Teaches them a realistic view of pay
1	Learn what employers expect
1	Encourages them to obtain a trade that can be used to finance college
1	It provides a chance to think about educational planning at an early age

BENEFITS TO MINORITIES

Frequency of response	
9	They learn that all avenues of work are open to them
4	Learn more about opportunities that different jobs offer
3	Learn about careers that otherwise they would not be exposed to
2	Factors influencing aquirement of job skills
2	Learn what is required to satisfy an employer
2	Anyone can get a job if they have saleable skills
2	The world of work can be a way they can succeed and hold a beneficial place in our society
1	Learn that all work has dignity
1	Helps them prepare for the obstacles they might face
1	Knowledge of different cultures
1	How to succeed in future careers
1	They learn about equal opportunity employment practices
1	Teaches the need for continuing education
1	They are given a chance to think and do at their own pace and with cultural likes and dislikes
1	Learn that they can control their own destinies by planning now
1	Provides them a chance to be heard
1	Creates an interest in staying in school
1	Awareness of increased opportunities
1	Helps to "nudge" from fantasy phase to tentative phase
1	Knowledge of educational requirements for careers
1	Learn that a person should be judged by knowledge and skills not race or creed
1	Helps them develop confidence
1	They are not limited to what their parents do for a living
1	Speakers provide students with encouraging information for job possibilities
1	That with the understanding of other jobs anyone can achieve his goals
1	That a good job will help them fit into society
1	An opportunity to express certain unique thoughts, attitudes and skills with a positive self image
1	Provides good role models by seeing and hearing about minorities in various occupational areas
1	They have the opportunity to see minorities in instructional media doing many varieties of occupations
1	How to govern their lives to live better

1	It allows them to capitalize on their street knolwedge as a positive asset
1	Helps them to improve their economic situation
1	Helps them to understand the employer's viewpoint
1	Improved self-concept
1	They become aware of laws that help them get a job they want

BENEFITS TO THE HANDICAPPED

Frequency of Response	
4	Expand awareness of job areas available to them
3	Realize their assets
2	Other students develop understanding
2	Provides socialization
1	They can succeed in a career
1	Opportunity for field trip experiences
1	Materials are presented to them at their level
1	They learn educational benefits which might exist for them
1	Learn about jobs they can handle and make a contribution to society
1	New avenues are opened up for them
1	They are treated as valuable people
1	Awareness of increased opportunities
1	Develop self-esteem
1	They are included in the group
1	Learn that there is a place in society for them
1	A possibility for a future "self-dependence"
1	The contrast in mental and physical abilities that is not possible to see without the benefits of mainstreaming
1	Opportunity to realize their full potential
1	Become aware of their value to society
1	Job opportunities are open to all people if they are willing to put out the effort

BENEFITS TO THE DISADVANTAGED

Frequency of Response	
3	They can be successful in a job
3	Opportunities to discover new areas of job potential to earn a living
3	They gain confidence in their abilities and to rise above their situations
2	Expands their concept of the world of work
2	Has the same effect as an enrichment program
1	Shows possible ways to obtain free training
1	Gives broader visions of options
1	Set realistic goals and provides information on how to achieve them
1	Provides knowledge of methods for improved mobility
1	Gives the necessary time to develop
1	Helps them to learn about themselves
1	Development of practical skills necessary for entry level skills
1	The opportunity to see people on the job in actual working conditions
1	Helps in decision making
1	Learn that there is something in school that they can enjoy and find success while enjoying it
1	There is an opportunity to be the kind of person that they want to be
1	Jobs require different amounts of education
1	Everyone can get a job suited to them
1	Students have the opportunity to see socio-economic levels for future achievement
1	Students with poor language skills are benefitted through learning how to fill out job applications and work vocabulary
1	Provides smaller classes, with more individual attention
1	All work is honorable as long as a person does his/her best and uses his/her abilities
1	Learn how to handle problems for themselves or where to turn for help
1	Learn they have more to offer an employer
1	Helps them feel important in groups they are not usually associated with during the school day
1	Allows them to experience success
1	Enlarges their view and opinions
1	Shows them that they can improve living situations

BENEFITS TO THE GIFTED AND TALENTED

Frequency of Response	
4	Individual instruction provides them opportunities to progress at their own pace
4	Enhances knowledge of where they might best put their special talents to work
3	Helpful to those who want a system or method of organizing their lives
3	Provides information on directions they want to pursue
3	Learn that "smart" doesn't help if work is not applied
2	Shows other avenues besides college
2	Gives them the opportunity to explore careers of their choice
1	That vocational education is not for slow learners
1	They have the opportunity to analyze their assets
1	In-depth knowledge of the world of work
1	Introduces them to a wide range of careers and educational opportunities
1	Promotes additional areas of endeavor or development
1	Broadens their knowledge of professional-level jobs available to them
1	Occupational investigation materials can be arranged to suit their group very easily
1	Provides a chance to excell
1	Learn to relate the satisfaction of needs based on their special talents
1	Specialization on their own ideas
1	A vehicle for learning more about working
1	More knowledge about courses needed for college and professional level careers
1	Opportunities to use their special abilities in class
1	They are able to share
1	Helps them set goals high enough to benefit society
1	They can go in-depth in looking into careers
1	Have the opportunity to spend time on specific interests
1	This group probably gains the most due to their natural curiosity
1	Encourages them to try for better things

PHASE TWO

November 1 to April 30, 1980

OBJECTIVE TWO

To identify and validate goals and objectives for the occupational investigation program.

Using the experienced occupational investigation teachers' input gathered in the assessment survey, a foundation of instructional objectives was established. These objectives represented what teachers had been teaching in the occupational investigation classroom.

In order to determine the criteria to be used for the validation of the objectives a meeting was held November 8, 1979 at the Texas Education Agency. (See Appendix E.) In attendance were the Chief Consultant for Occupational Orientation, Bob Mann, and the Teacher Educators for Occupational Orientation, Bill Hollenback, Al Goodwin and Chris Christopher. The following recommendations were made to the Project Coordinator for use in the validation process:

1. Existing goals listed in the Program Standards for Occupational Orientation should be left unchanged.
2. No validation was necessary for the goals listed in the Program Standards.
3. A Likert-type scale should be used for validation measurement.
4. All objectives submitted for validation should be retained. Rather than establishing a measurement to accept or reject objectives, all should be listed in order of highest to lowest ranking.
5. Objectives should be organized into a format using terminal performance objectives and enabling objectives.
6. A summary of the final report should be printed for use by teachers.

The data reported by occupational investigation teachers were used to establish a "core" for the curriculum outline. A search was then made to identify additional objectives which would facilitate the core curriculum. (Sources are listed in the Bibliography.) The completed listing was then organized in terms of learner outcomes stated in terminal performance objectives and the supporting enabling objectives. These objectives were then set up in the form of a survey instrument to establish consensual validation.

POPULATION

Originally, three groups were identified to validate the curriculum:

1. Teachers of occupational investigation;
2. Students who had taken occupational investigation; and
3. Local advisory committee members.

At a later date it was decided to add a fourth group. The fourth group surveyed consisted of 50 members of the State Curriculum Advisory Committee appointed by the State Board of Education to participate in the Statewide Curriculum Study being conducted in response to HCR 90. The 26 respondents were

included with the advisory committee member data. All 50 members of the State Curriculum Advisory Committee were sent surveys with an additional cover letter explaining the project. There was no follow-up to the mailing due to budgeting which may account for the low 52% return.

To gather the validation information from the occupational investigation teachers a sample of 100 teachers was chosen. Numbers were assigned to each occupational investigation teacher listed on the 1979-80 Occupational Orientation Teacher Unit List supplied by the Texas Education Agency. Using a table of random numbers, teachers were selected to make up the sample.

Table 3: Teaching Experience of Occupational Investigation Teachers Responding

First year	28
One to two years	11
Three or more years	35
Not reported	11
Total	85

DATA COLLECTION

To disseminate the instruments to advisory committee members and students, 20 teachers were identified through a volunteer procedure undertaken at the State Conference. (See Appendix D). To guarantee a better geographical and ethnic sampling, an additional six locations were obtained. These 26 individuals were referred to as "facilitators". Refer to Figure 1 on page 79.

To pretest the instrument, three groups representative of the population to be surveyed were asked to complete the instrument. These groups were as follows:

1. Approximately 30 eighth grade students enrolled in occupational investigation at Irma Marsh Middle School in the Castleberry I.S.D.; and
2. Graduate students enrolled in Vocational graduate courses at North Texas State University representing occupational investigation teachers, counselors, academic teachers, administrators, and non-educators working in the private sector.

Based on the input received from the pretest, the instrument was revised and re-administered to a smaller sample of the population.

Due to the diversity of the groups to be sampled, it was decided that three formats would be needed for the cover letter and demographic data. The covers were color-coded for easy identification. However, the actual listing of objectives was exactly the same in the three different instruments.

The instruments were sent to the facilitators with instructions for dissemination and completion. The following tables contain the demographic break-down of the instruments returned by the facilitators.

Table 4: Number and Type of Respondents Identified by the Facilitators

I.S.D.	Students	Advisory Committee Members	Total
1 Abilene	7	6	13
2 Azle	6	10	16
3 Brownfield	7	11	18
4 Carthage	3	8	11
5 Castleberry	8	11	19
6 Dallas	7	7	14
7 Dallas	4	11	15
8 Duncanville	6	9	15
9 Ennis	7	9	16
10 Gatesville	7	11	18
11 Fort Worth	4	6	10
12 Fort Worth	5	11	16
13 Grand Prairie	4	10	14
14 Houston	5	10	15
15 Houston	7	3	10
16 Killeen	7	13	20
17 Longview	4	9	13
18 McAllen	4	2	6
19 Malakoff	7	8	15
20 New Caney	7	9	16
21 Northside	6	11	17
22 Northside	4	11	15
23 San Diego	7	11	18
24 San Felipe/Del Rio	2	10	12
25 Stephenville	7	11	18
26 Wilmer Hutchins	6	2	8
Totals	148	230	378

Table 5: Grade Level of Students Completing Instrument

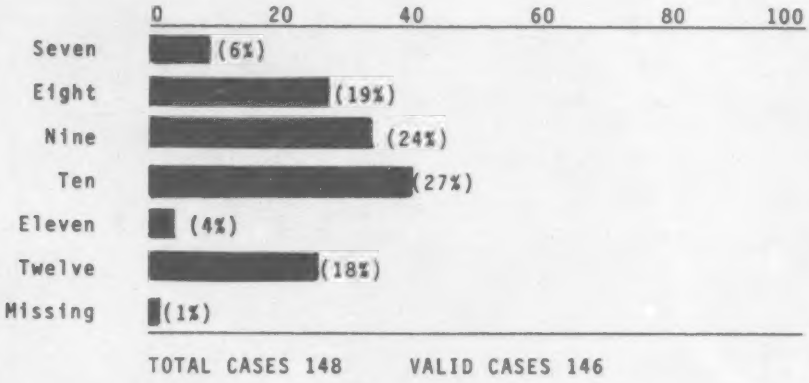


Table 6: Occupational Area of Advisory Committee Members Responding

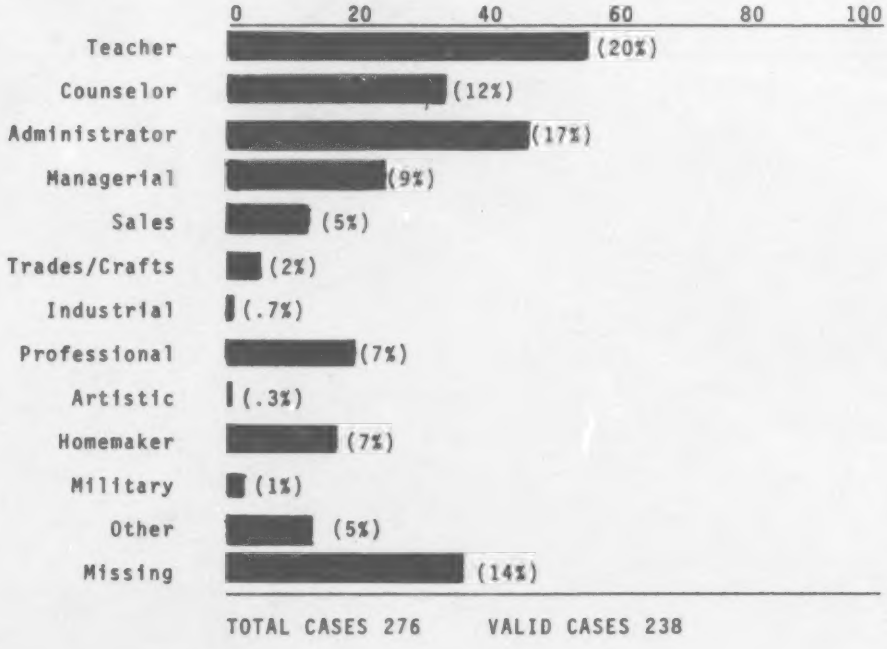
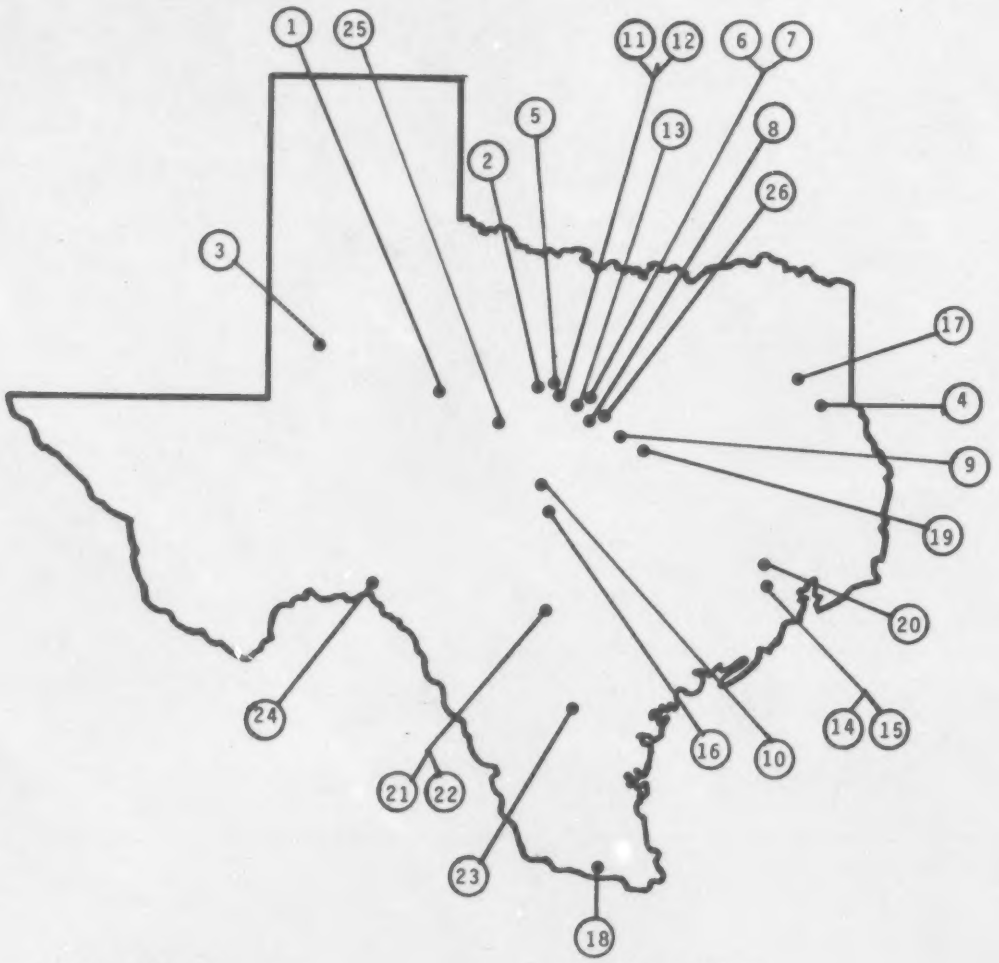
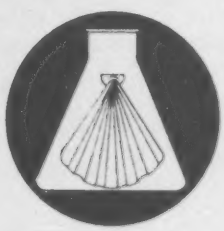


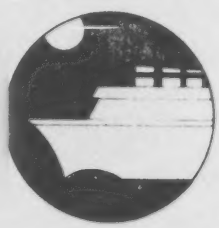
Figure 1: Geographical Distribution of Facilitators

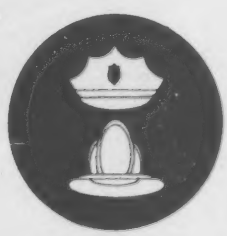


SCHOOL DISTRICT		SCHOOL DISTRICT	
1	Abilene	14	Houston
2	Azle	15	Houston
3	Brownfield	16	Killeen
4	Carthage	17	Longview
5	Castleberry	18	McAllen
6	Dallas	19	Malakoff
7	Dallas	20	New Caney
8	Duncanville	21	Northside
9	Ennis	22	Northside
10	Gatesville	23	San Diego
11	Fort Worth	24	San Felipe/Del Rio
12	Fort Worth	25	Stephenville
13	Grand Prairie	26	Wilmer Hutchins

VALIDATION INSTRUMENT AND DATA







INSTRUCTIONAL AREA

SELF APPRAISAL

To make meaningful occupational decisions, and to develop a positive self concept, students must learn about themselves and their uniqueness.

Please rank the following objectives from the most important to the least important by using the numbers 1, 2, 3 and 4.

1 = Most Important 4 = Least Important

AFTER COMPLETING INSTRUCTIONAL ACTIVITIES, THE STUDENTS WILL BE ABLE TO:

	RANK
• Complete the steps necessary in conducting a self appraisal.	p. 92 (13)
• Demonstrate a positive attitude toward themselves and others.	p. 92 (14)
• Understand the importance of doing well on tests.	p. 93 (15)
• Understand that people change their careers throughout life.	p. 93 (16)

Please rate the following objectives by circling the number next to the objective which reflects your opinion. Rate the objectives according to how important they are to be taught in the occupational investigation classroom.

3 Must be taught *1 No need to teach*
2 Should be taught *0 No opinion*

AFTER COMPLETING INSTRUCTIONAL ACTIVITIES, THE STUDENTS WILL BE ABLE TO:

	CIRCLE	
1. Identify their own values. p. 112	3 2 1 0	17
2. Identify their own abilities. p. 112	3 2 1 0	18
3. Identify their own interests. p. 113	3 2 1 0	19
4. Identify their own aptitudes. p. 113	3 2 1 0	20
5. Identify their personal assets (strong points). p. 114	3 2 1 0	21
6. Identify their liabilities (weak points). p. 114	3 2 1 0	22
7. Understand that their self concepts influence their ability to succeed. p. 115	3 2 1 0	23
8. Describe themselves as unique individuals. p. 115	3 2 1 0	24

9. Identify traits which are important to having a pleasing personality. *p. 116*	3	2	1	0	25
10. Demonstrate the knowledge that they have the ability to change themselves if they so desire. *p. 116*	3	2	1	0	26
11. Describe the advantages and disadvantages of being a leader and/or a follower. *p. 117*	3	2	1	0	27
12. Describe how attitudes based on prejudice affect the behavior of other individuals. *p. 117*	3	2	1	0	28
13. Show cooperation and consideration for fellow students. *p. 118*	3	2	1	0	29
14. Work together with others. *p. 118*	3	2	1	0	30
15. Describe "good" manners both on the job an in social relationships. *p. 119*	3	2	1	0	31
16. Describe how different types of tests such as interest, aptitude and achievement tests can help select occupations. *p. 119*	3	2	1	0	32
17. Explain why employers administer tests to persons applying for a job. *p. 120*	3	2	1	0	33
18. Identify ways to improve test scores. *p. 120*	3	2	1	0	34
19. Compare their salable skills to those required in the job market. *p. 121*	3	2	1	0	35
20. Identify different motives for working and choosing various types of employment. *p. 121*	3	2	1	0	36

INSTRUCTIONAL AREA

EDUCATIONAL PLANNING AND DECISION MAKING

Students must be able to make decisions, plans and set up goals for the future on a personal and vocational level. Knowledge of educational planning and decision making provides students with the opportunity to gain these skills plus information about education/training opportunities.

Please rank the following objectives from the most important to the least important by using the numbers 1, 2, 3, 4 and 5.

1 = Most Important 5 = Least Important

AFTER COMPLETING INSTRUCTIONAL ACTIVITIES, THE STUDENTS WILL BE ABLE TO:

	RANK
• Complete a tentative high school schedule that meets the local school district's requirements for graduation.	p. 94 (37)
• Evaluate their present performance in school and relate it to their future plans for education/training.	p. 95 (38)
• Describe the education/training possibilities available to them after leaving high school.	p. 95 (39)
• Use a logical decision-making process to solve personal and career problems.	p. 96 (40)
• Use goals to achieve personal and professional success.	p. 96 (41)

Please rate the following objectives by circling the number next to the objective which reflects your opinion. Rate the objectives according to how important they are to be taught in the occupational investigation classroom.

3 Must be taught ***1 No need to teach***

2 Should be taught ***0 No opinion***

AFTER COMPLETING INSTRUCTIONAL ACTIVITIES, THE STUDENTS WILL BE ABLE TO:

	CIRCLE				
21. Identify the requirements for high school graduation in their district. p. 122	3	2	1	0	42
22. Describe which electives will help them in preparing for particular occupations. p. 122	3	2	1	0	43
23. Describe the academic and general education programs available to them at the high school level. p. 123	3	2	1	0	44
24. Describe the vocational programs available to them at the high school level. p. 123	3	2	1	0	45
25. Relate various scholastic grade averages to requirements of education/ training institutions. p. 124	3	2	1	0	46
26. Compare the similarities between school and work, realizing that their present occupation is student. p. 124	3	2	1	0	47
27. Evaluate how much education/training they are willing to pursue in relationship to the requirements of the occupations in which they are interested. p. 125	3	2	1	0	48
28. Identify the types of education/training which would help them achieve a career goal. p. 125	3	2	1	0	49
29. Describe education/training methods which are alternatives to college. p. 126	3	2	1	0	50

30. Explain why a worker with more education/training and experience will qualify for a higher level occupation within a career field. p.126	3	2	1	0	51
31. Develop an education/training plan that fits occupations of their choice. p.127	3	2	1	0	52
32. Describe sources of education/training information. p.127	3	2	1	0	53
33. Identify sources of financing for continued education/training. p.128	3	2	1	0	54
34. Identify examples of logical and emotional decisions. p.128	3	2	1	0	55
35. Apply decision-making steps to make occupational choices. p.129	3	2	1	0	56
36. Apply decision-making steps to solve personal problems. p.129	3	2	1	0	57
37. Define the term "goal". p.130	3	2	1	0	58
38. Understand that personal goals should be matched to career choices for a happier life. p.130	3	2	1	0	59
39. Differentiate between short, medium and long range goals. p.131	3	2	1	0	60
40. Differentiate between needs and wants. p.131	3	2	1	0	61
41. Complete a tentative career plan. p.132	3	2	1	0	62

1
80

INSTRUCTIONAL AREA

1 2 3

SOCIO-ECONOMIC FACTORS

To lead productive lives, students must master the basic skills necessary to take their places in our society as citizens and workers. Hence, the need for "socio" or social skills and "economic" or financial skills.

Please rank the following objectives from the most important to the least important, using the numbers 1, 2, 3, 4, 5 and 6.

1 = Most Important ***6 = Least Important***

AFTER COMPLETING INSTRUCTIONAL ACTIVITIES, THE STUDENTS WILL BE ABLE TO:

	RANK
• Use the telephone correctly.	p.97

- Give and receive instructions. p.98 / 7
- Describe the unique environmental, social and economic factors of their community and surrounding area. p.99 / 8
- Describe those things that contribute to being successful on the job. p.100 / 9
- Identify the factors that determine lifestyle. p.101 / 10
- Understand the role of unions and professional organizations. p.102 / 11

Please rate the following objectives by circling the number next to the objective which reflects your opinion. Rate the objectives according to how important they are to be taught in the occupational investigation classroom.

3 *Must be taught*	**1 *No need to teach***
2 *Should be taught*	**0 *No opinion***

AFTER COMPLETING INSTRUCTIONAL ACTIVITIES, THE STUDENTS WILL BE ABLE TO:

	CIRCLE				
42. Demonstrate the ability to complete formal calls to strangers. p.132	3	2	1	0	12
43. Place a long distance phone call. p.133	3	2	1	0	13
44. Arrange for a job interview by phone. p.133	3	2	1	0	14
45. Demonstrate the ability to answer the phone properly. p.134	3	2	1	0	15
46. Understand the need to talk on some occasions and the need to listen in other situations. p.134	3	2	1	0	16
47. Demonstrate good listening skills. p.135	3	2	1	0	17
48. Demonstrate the ability to follow directions. p.135	3	2	1	0	18
49. Understand the need for good grammar and spelling in order to communicate with others. p.136	3	2	1	0	19
50. Identify various civic organizations and describe how they contribute to improving their communities. p.136	3	2	1	0	20
51. Determine the labor demands of their community. p.137	3	2	1	0	21
52. Determine qualities contributing to employability. p.137	3	2	1	0	22

53. Display pride in their work. *p.138*	3	2	1	0	23
54. Understand the importance of being consistent and persistent. *p.138*	3	2	1	0	24
55. Accept personal responsibility. *p.139*	3	2	1	0	25
56. Properly care for and use equipment and materials. *p.139*	3	2	1	0	26
57. Describe the concept of quality in relationship to a task or job. *p.140*	3	2	1	0	27
58. Understand the importance of staying with a task until it is completed. *p.140*	3	2	1	0	28
59. Describe how workers receive job promotions. *p.141*	3	2	1	0	29
60. Identify good grooming habits. *p.141*	3	2	1	0	30
61. Describe the merit of good grooming. *p.142*	3	2	1	0	31
62. Understand that employees work together to reach the common goals of a company. *p.142*	3	2	1	0	32
63. Describe the importance of being loyal to an employer. *p.143*	3	2	1	0	33
64. Understand that employers need to be loyal to their employees. *p.143*	3	2	1	0	34
65. Understand the consequences of not working. *p.144*	3	2	1	0	35
66. Identify the causes of failure on the job. *p.144*	3	2	1	0	36
67. Explain proper procedures to use in resigning from a job. *p.145*	3	2	1	0	37
68. Understand that all work has dignity. *p.145*	3	2	1	0	38
69. Relate a described lifestyle to occupations that would make that lifestyle possible. *p.146*	3	2	1	0	39
70. Relate how much it costs to maintain a certain standard of living. *p.146*	3	2	1	0	40
71. Describe apprenticeship. *p.147*	3	2	1	0	41
72. Explain the purposes of professional organizations and unions. *p.147*	3	2	1	0	42
73. Identify the advantages and disadvantages of membership in unions and professional organizations. *p.148*	3	2	1	0	43

2
80

1 2 3

Please rank the following objectives from the most important to the least important, using the numbers 1, 2, 3, 4, 5 and 6.

1 = Most Important ***6 = Least Important***

AFTER COMPLETING INSTRUCTIONAL ACTIVITIES, THE STUDENTS WILL BE ABLE TO:

	RANK
• Develop a basic understanding of the economy.	p.103 / 6
• Perform government regulated work tasks, such as applying for a social security card.	p.104 / 7
• Demonstrate the skills necessary to practice personal money management.	p.105 / 8
• Demonstrate the ability to use identified methods of finding employment.	p.106 / 9
• Demonstrate job acquisition skills.	p.107 / 10
• Demonstrate a knowledge of how employees are paid.	p.108 / 11

Please rate the following objectives by circling the number next to the objective which reflects your opinion. Rate the objectives according to how important they are to be taught in the occupational investigation classroom.

3 Must be taught ***1 No need to teach***

2 Should be taught ***0 No opinion***

AFTER COMPLETING INSTRUCTIONAL ACTIVITIES, STUDENTS WILL BE ABLE TO:

	CIRCLE				
74. Identify the characteristics of a free enterprise economy. p.148	3	2	1	0	12
75. Describe how work, occupations, goods and services are related to each other. p.149	3	2	1	0	13
76. Relate cost of living to inflation. p.149	3	2	1	0	14
77. Define inflation. p.150	3	2	1	0	15
78. Realize that changes in technology will affect their work and make it necessary to retrain. p.150	3	2	1	0	16

79. Describe the difference between producing goods and producing services. p.151	3	2	1	0	17
80. Fill out an income tax W-4 form. (withholding statement) p.151	3	2	1	0	18
81. Complete a request form for a social security card. p.152	3	2	1	0	19
82. Explain benefits received from social security. p.152	3	2	1	0	20
83. Apply for an income tax refund. p.153	3	2	1	0	21
84. Describe child labor laws which regulate their ability to work. p.153	3	2	1	0	22
85. Identify jobs legally available to them presently. p.154	3	2	1	0	23
86. Describe the purpose and application of equal employment opportunity. p.154	3	2	1	0	24
87. Demonstrate a realistic knowledge of the value of money and what it brings. p.155	3	2	1	0	25
88. Demonstrate the ability to plan a budget. p.155	3	2	1	0	26
89. Demonstrate skills necessary for maintaining a savings account. p.156	3	2	1	0	27
90. Demonstrate skills necessary for maintaining a checking account. p.156	3	2	1	0	28
91. Describe how credit works. p.157	3	2	1	0	29
92. Identify different types of financial interest. p.157	3	2	1	0	30
93. Write a letter using a standard business letter form. p.158	3	2	1	0	31
94. Write a letter requesting a job application. p.158	3	2	1	0	32
95. Understand and use the classified ad section. p.159	3	2	1	0	33
96. Read classified ad abbreviations. p.159	3	2	1	0	34
97. Use resources provided by the Texas Employment Commission. p.160	3	2	1	0	35
98. Describe the differences and similarities between private and public employment agencies. p.160	3	2	1	0	36
99. Explain how private employment agencies find occupations for individuals. p.161	3	2	1	0	37
100. Identify people to contact when looking for employment. p.161	3	2	1	0	38
101. Correctly fill out job application forms. p.162	3	2	1	0	39
102. Participate in a job interview. p.162	3	2	1	0	40

103. Compose a personal resumé. p.163	3	2	1	0	41
104. Describe different types of pay. p.163	3	2	1	0	42
105. Describe on-the-job worker benefits. p.164	3	2	1	0	43
106. Differentiate between gross and net pay. p.164	3	2	1	0	44
107. Differentiate between voluntary and involuntary deductions. p.165	3	2	1	0	45
108. Compute payroll deductions. p.165	3	2	1	0	46
109. Understand the necessity of time clocks and how they are used. p.166	3	2	1	0	47

INSTRUCTIONAL AREA

FIFTEEN CLUSTERS

A general knowledge of the fifteen clusters is a requisite to assisting students in the discovery of their vocational interests. The career clusters are simply a classification system of occupations used for guidance purposes. The clusters should serve as a vehicle to identify those occupations which personally interest students.

Please rank the following objectives from the most important to the least important by using the numbers 1, 2, 3, 4 and 5.

1 = Most Important 5 = Least Important

AFTER COMPLETING INSTRUCTIONAL ACTIVITIES, THE STUDENTS WILL BE ABLE TO:

	RANK
• Use the cluster classification system to locate occupations for investigation.	p.109 (48)
• Analyze occupations which are of personal interest to them.	p.110 (49)
• Demonstrate the ability to obtain information about occupations.	p.110 (50)
• Locate occupations to survey by choosing one or more clusters for further exploration.	p.111 (51)
• Classify occupations into the correct cluster.	p.111 (52)

Please rate the following objectives by circling the number next to the objective which reflects your opinion. Rate the objectives according to how important they are to be taught in the occupational investigation classroom.

3	***Must be taught***	**1**	***No need to teach***
2	***Should be taught***	**0**	***No opinion***

AFTER COMPLETING INSTRUCTIONAL ACTIVITIES, THE STUDENTS WILL BE ABLE TO:

	CIRCLE				
110. Explain the reasons for grouping occupations into clusters. *p. 166*	3	2	1	0	53
111. Demonstrate a general knowledge of each cluster. *p. 167*	3	2	1	0	54
112. Recite and spell cluster titles. *p. 167*	3	2	1	0	55
113. Explain the cluster classification of cluster, family, occupation, job and work. *p. 168*	3	2	1	0	56
114. Define each cluster. *p. 168*	3	2	1	0	57
115. List several occupations for each cluster. *p. 169*	3	2	1	0	58
116. Make tentative career decisions by listing those clusters which would fit the career life style the student desires. *p. 169*	3	2	1	0	59
117. Describe how geographical location affects the occupations they choose to investigate. *p. 170*	3	2	1	0	60
118. Describe the work involved in the occupations they choose to investigate. *p. 170*	3	2	1	0	61
119. Describe the working conditions involved for the occupations they choose to investigate. *p. 171*	3	2	1	0	62
120. Determine the abilities and personality required for the occupations they choose to investigate. *p. 171*	3	2	1	0	63
121. Compare their personal characteristics to those required by occupations they choose to investigate. *p. 172*	3	2	1	0	64
122. Identify the earnings received in the occupations they choose to investigate. *p. 172*	3	2	1	0	65

123. Identify the education/training required by occupations they choose to investigate. 3 2 1 0 66

p. 173

124. Identify the experience needed for the occupations they choose to investigate. 3 2 1 0 67

p. 173

125. Identify the supply and demand for the occupations they choose to investigate. 3 2 1 0 68

p. 174

126. Identify the opportunities for advancement in the occupations they choose to investigate. 3 2 1 0 69

p. 174

127. Identify alternate occupations which require the same skills as the occupations they choose to investigate. 3 2 1 0 70

p. 175

128. Describe the advantages and disadvantages of the occupations they choose to investigate. 3 2 1 0 71

p. 175

129. Use *The Dictionary of Occupational Titles* to locate occupational information. 3 2 1 0 72

p. 176

130. Use *The Occupational Outlook Handbook* to locate occupational information. 3 2 1 0 73

p. 176

131. Identify private and professional people and their roles in furnishing occupational information. 3 2 1 0 74

p. 177

132. Explain the types of occupational information furnished by identified government agencies. 3 2 1 0 75

p. 177

133. Explain the types of occupational information furnished by identified private agencies. 3 2 1 0 76

p. 178

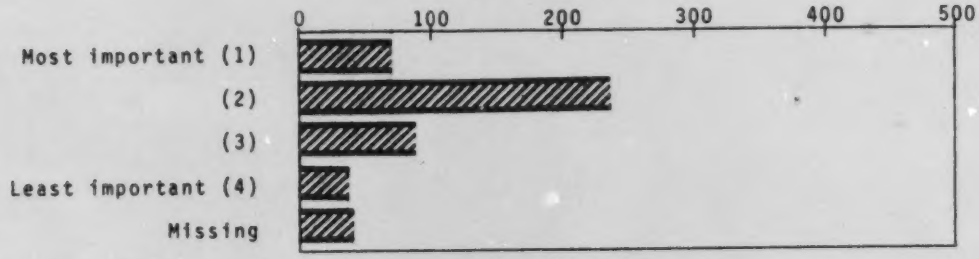
3 80

Please add any additional objectives or comments on the back cover.

Terminal Performance Objectives For Self-Appraisal

Complete the steps necessary in conducting a self appraisal.

TOTAL CASES 491

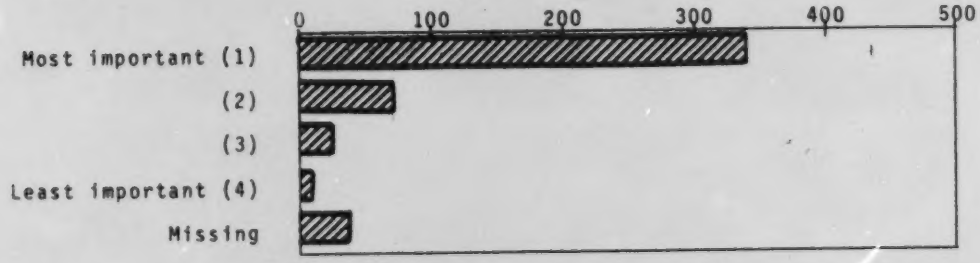


	ABSOLUTE	RELATIVE	ADJUSTED
Most important (1)	72	14.7	16.3
(2)	235	47.9	53.0
(3)	89	18.1	20.1
Least important (4)	47	9.6	10.6
Missing	48	9.8	Missing
Totals	491	100.0	100.0

MEAN	2.251	RANGE	3.000
MEDIAN	2.136	VALID CASES	443
MODE	2.000	MISSING CASES	48

Demonstrate a positive attitude toward themselves and others.

TOTAL CASES 491

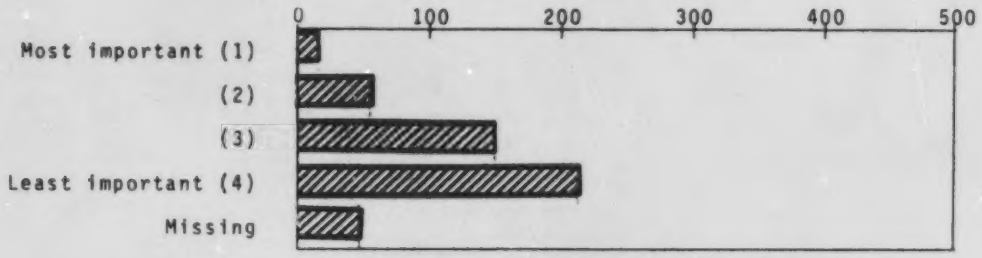


	ABSOLUTE	RELATIVE	ADJUSTED
Most important (1)	338	68.8	76.3
(2)	71	14.5	16.0
(3)	23	4.7	5.2
Least important (4)	11	2.2	2.5
Missing	48	9.8	Missing
Totals	491	100.0	100.0

MEAN	1.339	RANGE	3.000
MEDIAN	1.155	VALID CASES	443
MODE	1.000	MISSING CASES	48

Understand the importance of doing well on tests.

TOTAL CASES 491



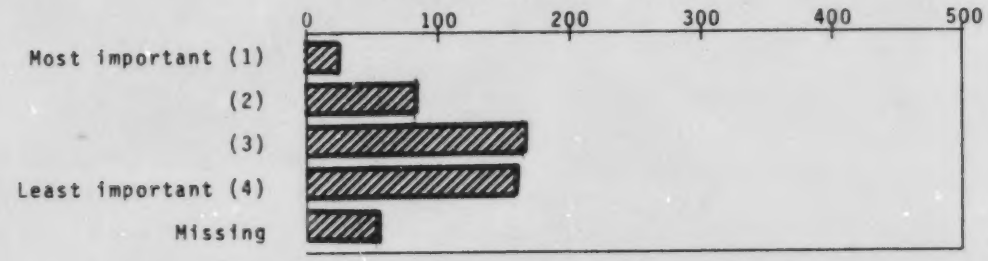
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Most important (1)	16	3.3	3.6
(2)	56	11.4	12.7
(3)	157	32.0	35.5
Least important (4)	213	43.4	48.2
Missing	49	10.0	Missing
Totals	491	100.0	100.0

MEAN	3.283	RANGE	3.000
MEDIAN	3.449	VALID CASES	442
MODE	4.000	MISSING CASES	49

Understand that people change their careers throughout life.

TOTAL CASES 491



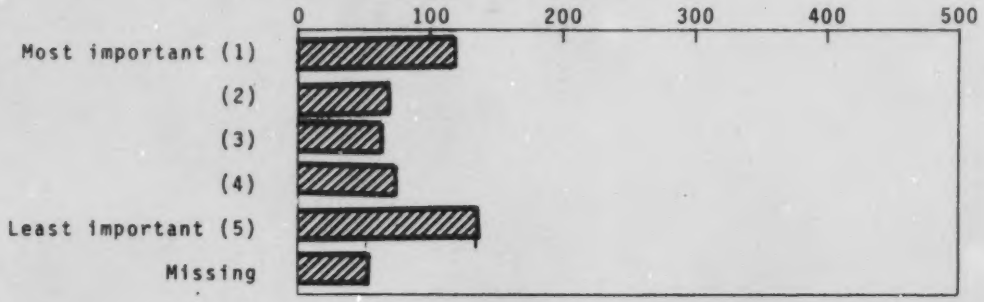
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Most important (1)	22	4.5	5.0
(2)	84	17.1	19.0
(3)	169	34.4	38.2
Least important (4)	167	34.0	37.8
Missing	49	10.0	Missing
Totals	491	100.0	100.0

MEAN	3.088	RANGE	3.000
MEDIAN	3.180	VALID CASES	442
MODE	3.000	MISSING CASES	49

Complete a tentative high school schedule that meets the local school district's requirements for graduation.

TOTAL CASES 491



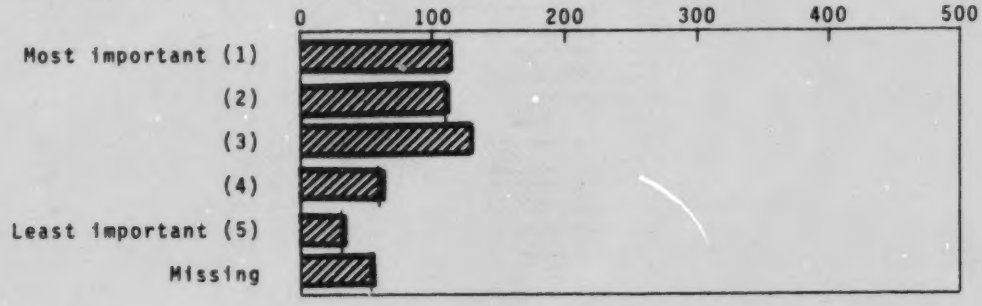
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Most important (1)	117	23.8	26.7
(2)	63	12.8	14.4
(3)	61	12.4	13.9
(4)	64	13.0	14.6
Least important (5)	134	27.3	30.5
Missing	52	10.6	Missing
Totals	491	100.0	100.0

MEAN	3.080	RANGE	4.000
MEDIAN	3.148	VALID CASES	439
MODE	5.000	MISSING CASES	52

Evaluate their present performance in school and relate it to their future plans for education/training.

TOTAL CASES 491

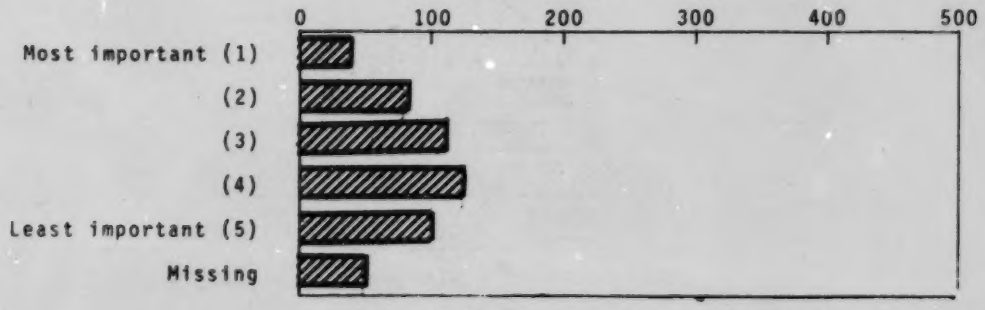


	ABSOLUTE	RELATIVE	ADJUSTED
Most important (1)	111	22.6	25.2
(2)	109	22.2	24.8
(3)	123	25.1	28.0
(4)	67	13.6	15.2
Least important (5)	30	6.1	6.8
Missing	51	10.4	Missing
Totals	491	100.0	100.0

MEAN	2.536	RANGE	4.000
MEDIAN	2.500	VALID CASES	440
MODE	3.000	MISSING CASES	51

Describe the education/training possibilities available to them after leaving high school.

TOTAL CASES 491

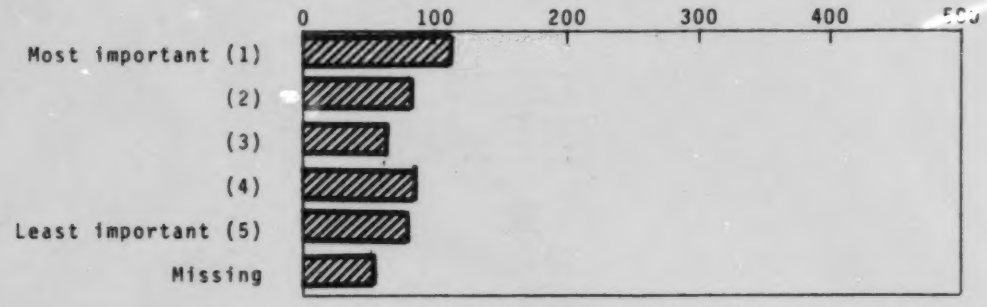


	ABSOLUTE	RELATIVE	ADJUSTED
Most important (1)	30	6.1	6.8
(2)	79	16.1	18.0
(3)	107	21.8	24.4
(4)	122	24.8	27.8
Least important (5)	101	20.6	23.0
Missing	52	10.6	Missing
Totals	491	100.0	100.0

MEAN	3.421	RANGE	4.000
MEDIAN	3.529	VALID CASES	439
MODE	4.000	MISSING CASES	52

Use a logical decision-making process to solve personal and career problems.

TOTAL CASES 491

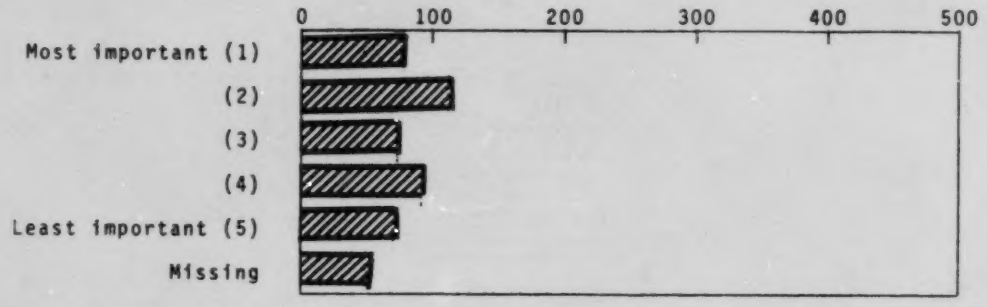


	ABSOLUTE	RELATIVE	ADJUSTED
Most important (1)	112	22.8	25.5
(2)	84	17.1	19.1
(3)	67	13.6	15.2
(4)	89	18.1	20.2
Least important (5)	88	17.9	20.0
Missing	51	10.4	Missing
Totals	491	100.0	100.0

MEAN	2.902	RANGE	4.000
MEDIAN	2.858	VALID CASES	440
MODE	1.000	MISSING CASES	51

Use goals to achieve personal and professional success.

TOTAL CASES 491

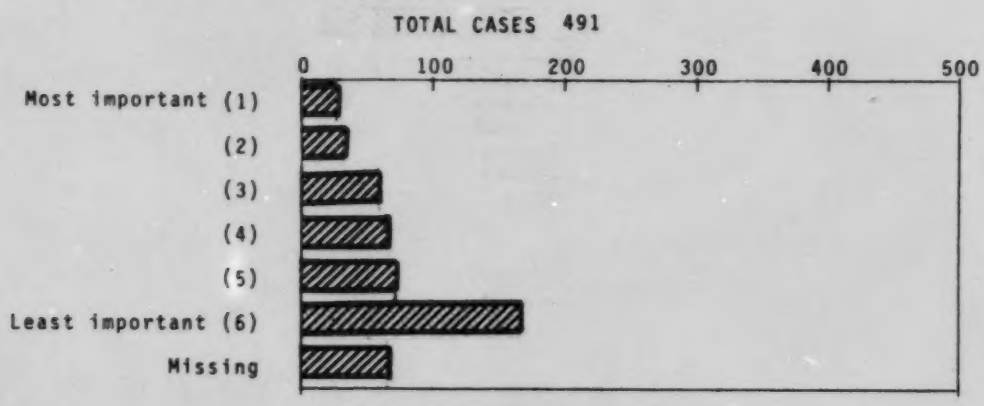


	ABSOLUTE	RELATIVE	ADJUSTED
Most important (1)	82	16.7	18.6
(2)	109	22.2	24.8
(3)	78	15.9	17.7
(4)	94	19.1	21.4
Least important (5)	77	15.7	17.5
Missing	51	10.4	Missing
Totals	491	100.0	100.0

MEAN	2.943	RANGE	4.000
MEDIAN	2.872	VALID CASES	440
MODE	2.000	MISSING CASES	51

Terminal Performance Objectives for Social Factors

Use the telephone correctly.

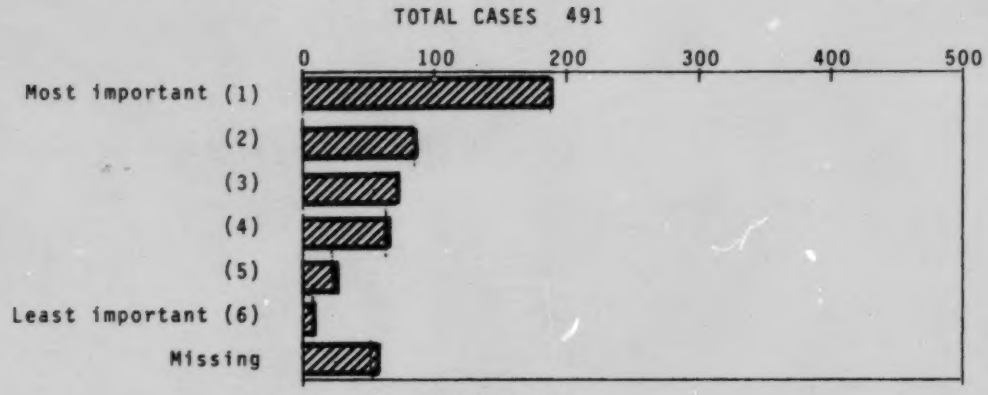


FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Most important (1)	21	4.3	5.0
(2)	24	4.9	5.7
(3)	59	12.0	14.0
(4)	69	14.1	16.4
(5)	76	15.5	18.0
Least important (6)	173	35.2	41.0
Missing	69	14.1	Missing
Totals	491	100.0	100.0

MEAN	4.597	RANGE	5.000
MEDIAN	5.000	VALID CASES	422
MODE	6.000	MISSING CASES	69

Give and receive instructions.



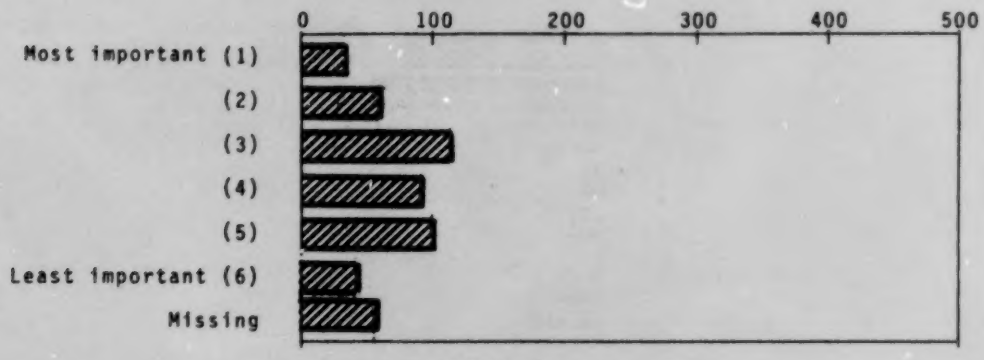
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Most important (1)	192	39.1	43.8
(2)	84	17.1	19.2
(3)	67	13.6	15.3
(4)	61	12.4	13.9
(5)	28	5.7	6.4
Least important (6)	6	1.2	1.4
Missing	53	10.8	Missing
Totals	491	100.0	100.0

MEAN	2.240	RANGE	5.000
MEDIAN	1.821	VALID CASES	438
MODE	1.000	MISSING CASES	53

Describe the unique environmental, social and economic factors of their community and surrounding area.

TOTAL CASES 491



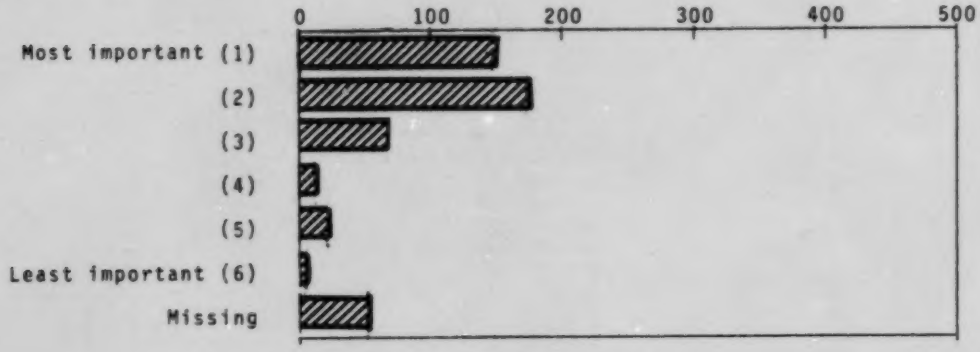
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Most important (1)	29	5.9	6.6
(2)	63	12.8	14.4
(3)	110	22.4	25.2
(4)	95	19.3	21.7
(5)	100	20.4	22.9
Least important (6)	40	8.1	9.2
Missing	54	11.0	Missing
Totals	491	100.0	100.0

MEAN	3.673	RANGE	5.000
MEDIAN	3.674	VALID CASES	437
MODE	3.000	MISSING CASES	54

Describe those things that contribute to being successful on the job.

TOTAL CASES 491

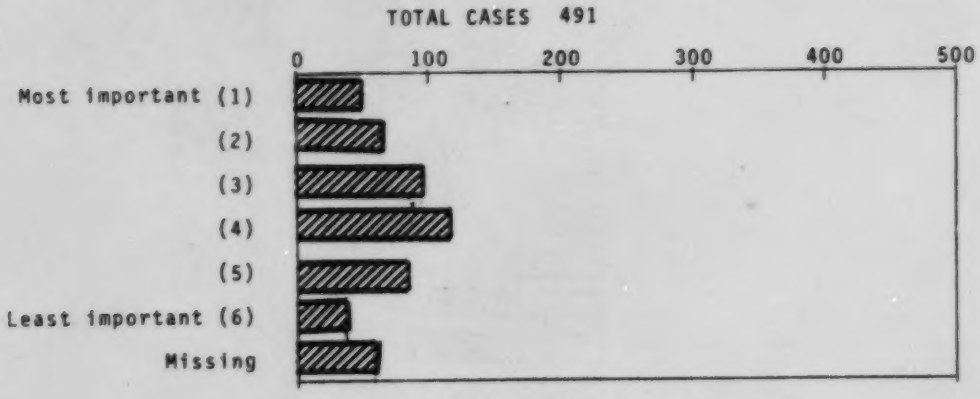


FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Most important (1)	147	29.9	33.6
(2)	181	36.9	41.3
(3)	68	13.8	15.5
(4)	17	3.5	3.9
(5)	20	4.1	4.6
Least important (6)	5	1.0	1.1
Missing	53	10.8	Missing
Totals	491	100.0	100.0

MEAN	2.080	RANGE	5.000
MEDIAN	1.898	VALID CASES	438
MODE	2.000	MISSING CASES	53

Identify the factors that determine lifestyle.

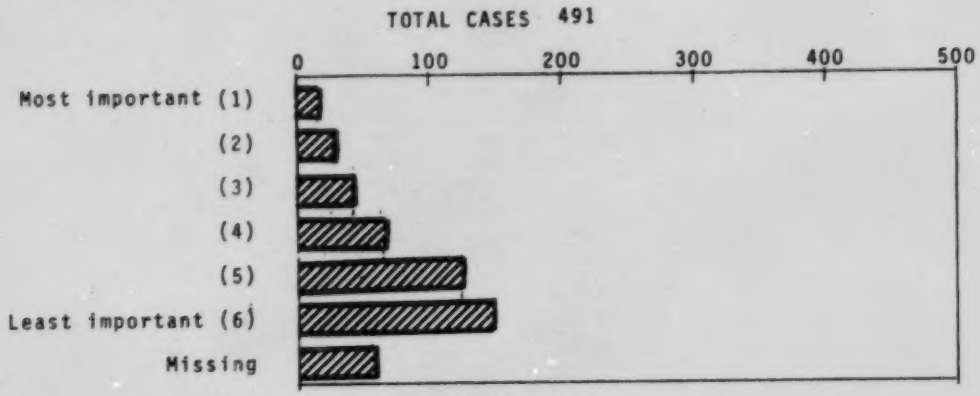


FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Most important (1)	43	8.8	9.8
(2)	66	13.4	15.1
(3)	95	19.3	21.7
(4)	122	24.8	27.9
(5)	79	16.1	18.0
Least important (6)	33	6.7	7.5
Missing	53	10.8	Missing
Totals	491	100.0	100.0

MEAN	3.518	RANGE	5.000
MEDIAN	3.623	VALID CASES	438
MODE	4.000	MISSING CASES	53

Understand the role of unions and professional organizations.



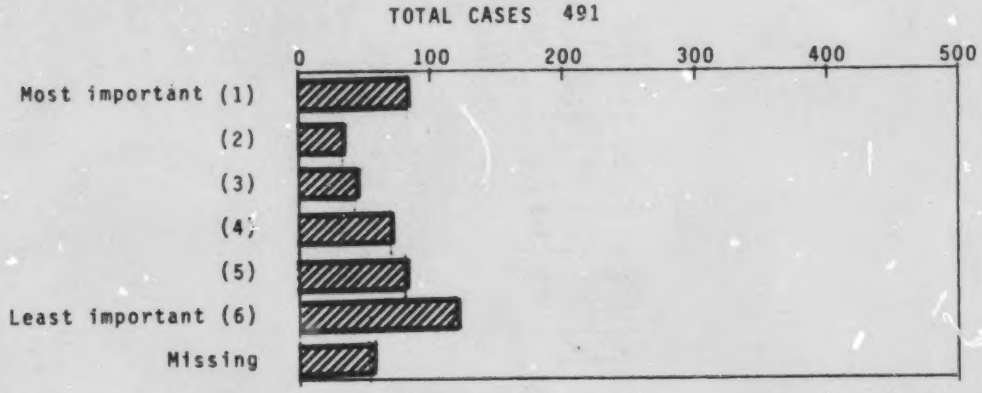
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Most important (1)	16	3.3	3.7
(2)	27	5.5	6.2
(3)	45	9.2	10.3
(4)	72	14.7	16.5
(5)	127	25.9	29.1
Least important (6)	150	30.5	34.3
Missing	54	11.0	Missing
Totals	491	100.0	100.0

MEAN	4.461	RANGE	5.000
MEDIAN	4.961	VALID CASES	437
MODE	6.000	MISSING CASES	54

Terminal Performance Objectives for Economic Factors

Develop a basic understanding of the economy.



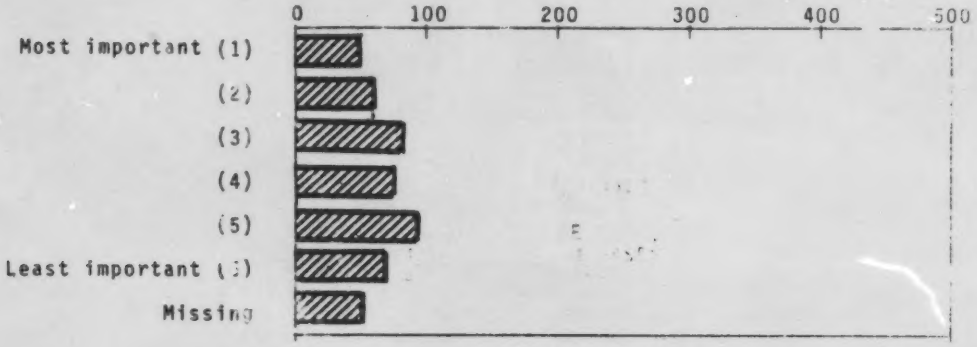
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Most important (1)	80	16.3	18.3
(2)	38	7.7	8.7
(3)	47	9.6	10.8
(4)	70	14.3	16.1
(5)	80	16.3	18.3
Least important (6)	121	24.6	27.8
Missing	55	11.2	Missing
Totals	491	100.0	100.0

MEAN	3.906	RANGE	5.000
MEDIAN	4.257	VALID CASES	436
MODE	6.000	MISSING CASES	55

Perform government regulated work tasks, such as applying for a social security card.

TOTAL CASES 491



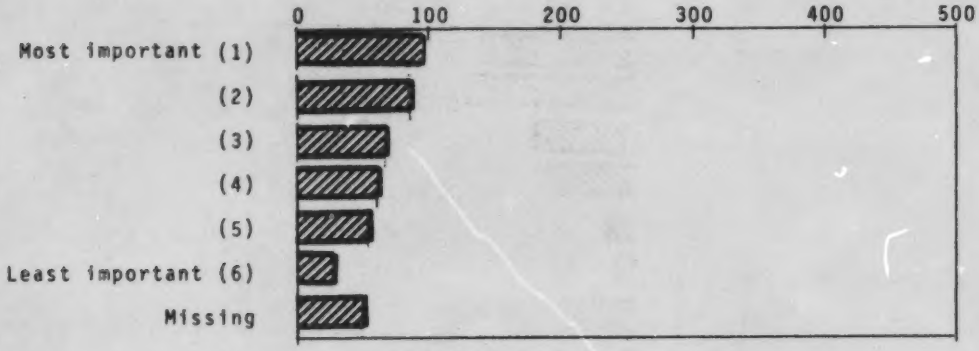
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Most important (1)	48	9.8	11.0
(2)	59	12.0	13.5
(3)	82	16.7	18.7
(4)	81	16.5	18.5
(5)	95	19.3	21.7
Least important (6)	73	14.9	16.7
Missing	53	10.8	Missing
Totals	491	100.0	100.0

MEAN	3.765	RANGE	5.000
MEDIAN	3.870	VALID CASES	438
MODE	5.000	MISSING CASES	53

Demonstrate the skills necessary to practice personal money management.

TOTAL CASES 491

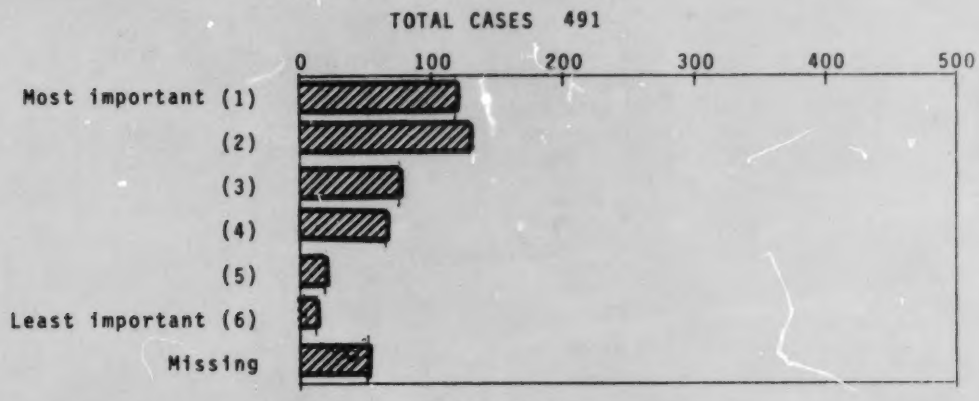


FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Most important (1)	98	20.0	22.4
(2)	91	18.5	20.8
(3)	79	16.1	18.0
(4)	78	15.9	17.8
(5)	57	11.6	13.0
Least important (6)	35	7.1	8.0
Missing	53	10.8	Missing
Totals	491	100.0	100.0

MEAN	3.023	RANGE	5.000
MEDIAN	2.880	VALID CASES	438
MODE	1.000	MISSING CASES	53

Demonstrate the ability to use identified methods of finding employment.



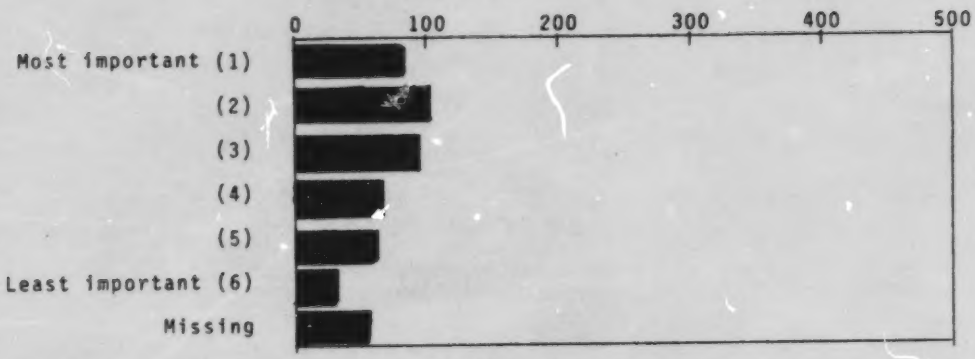
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Most important (1)	121	24.6	27.6
(2)	134	27.3	30.6
(3)	78	15.9	17.8
(4)	67	13.6	15.3
(5)	25	5.1	5.7
Least important (6)	13	2.6	3.0
Missing	53	10.8	Missing
Totals	491	100.0	100.0

MEAN	2.498	RANGE	5.000
MEDIAN	2.231	VALID CASES	438
MODE	2.000	MISSING CASES	53

Demonstrate job acquisition skills.

TOTAL CASES 491



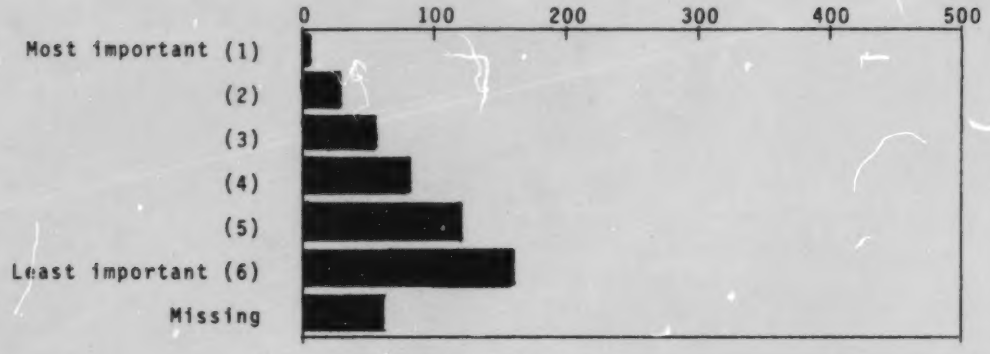
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Most important (1)	90	18.3	20.5
(2)	100	20.4	22.8
(3)	97	19.8	22.1
(4)	67	13.6	15.3
(5)	55	11.2	12.6
Least important (6)	29	5.9	6.6
Missing	53	10.8	Missing
Totals	491	100.0	100.0

MEAN	2.963	RANGE	5.000
MEDIAN	2.799	VALID CASES	438
MODE	2.000	MISSING CASES	53

Demonstrate a knowledge of how employees are paid.

TOTAL CASES 491



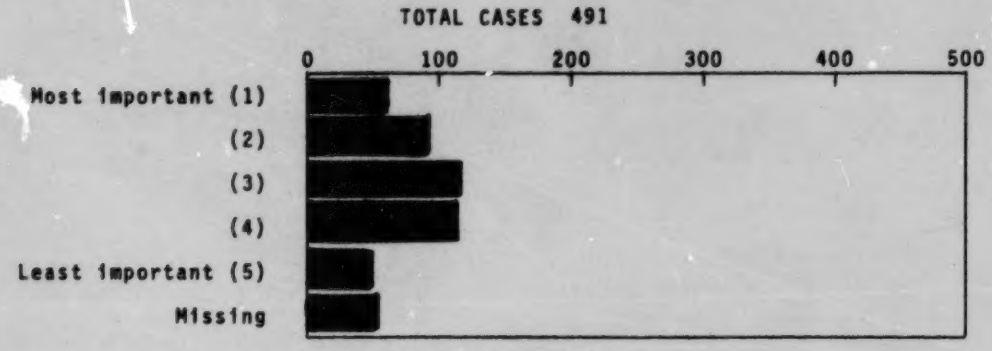
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Most important (1)	7	1.4	1.6
(2)	21	4.3	4.8
(3)	58	11.8	13.3
(4)	72	14.7	16.5
(5)	121	24.6	27.7
Least important (6)	158	32.2	36.2
Missing	54	11.0	Missing
Totals	491	100.0	100.0

MEAN	4.723	RANGE	5.000
MEDIAN	5.000	VALID CASES	437
MODE	6.000	MISSING CASES	54

Terminal Performance Objectives For The Fifteen Clusters

Use the cluster classification system to locate occupations for investigation.



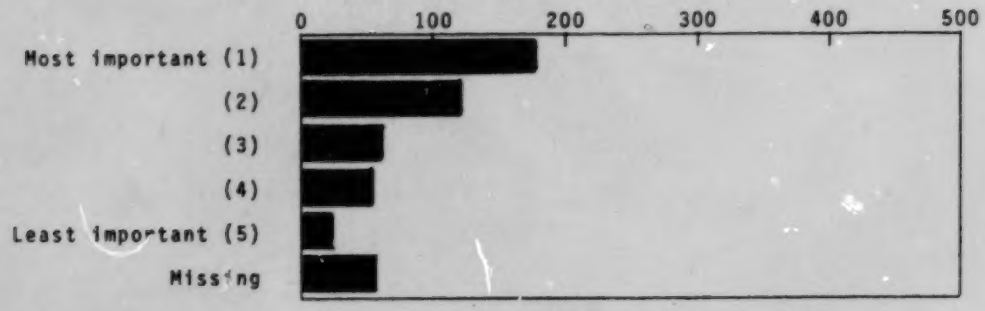
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
Most important (1)	63	12.8	14.5
(2)	92	18.7	21.2
(3)	114	23.2	26.3
(4)	112	22.8	25.8
Least important (5)	53	10.8	12.2
Missing	57	11.6	Missing
Totals	491	100.0	100.0

MEAN	3.000	RANGE	4.000
MEDIAN	3.044	VALID CASES	434
MODE	3.000	MISSING CASES	57

Analyze occupations which are of personal interest to them.

TOTAL CASES 491

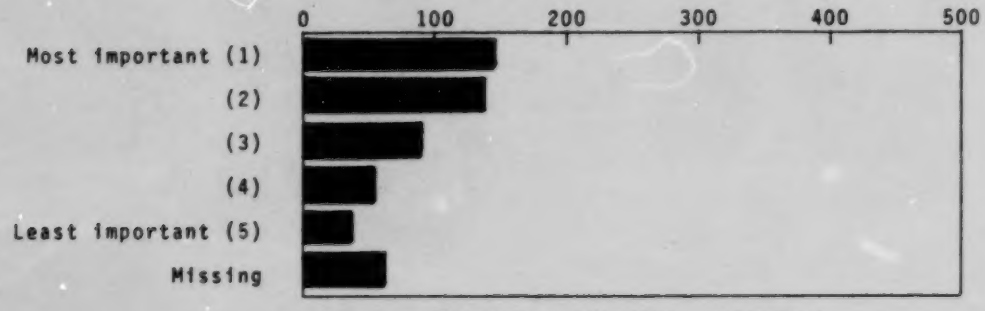


	ABSOLUTE	RELATIVE	ADJUSTED
Most important (1)	176	35.8	40.5
(2)	119	24.2	27.4
(3)	63	12.8	14.5
(4)	55	11.2	12.6
Least important (5)	22	4.5	5.1
Missing	56	11.4	Missing
Totals	491	100.0	100.0

MEAN	2.145	RANGE	4.000
MEDIAN	1.849	VALID CASES	435
MODE	1.000	MISSING CASES	56

Demonstrate the ability to obtain information about occupations.

TOTAL CASES 491

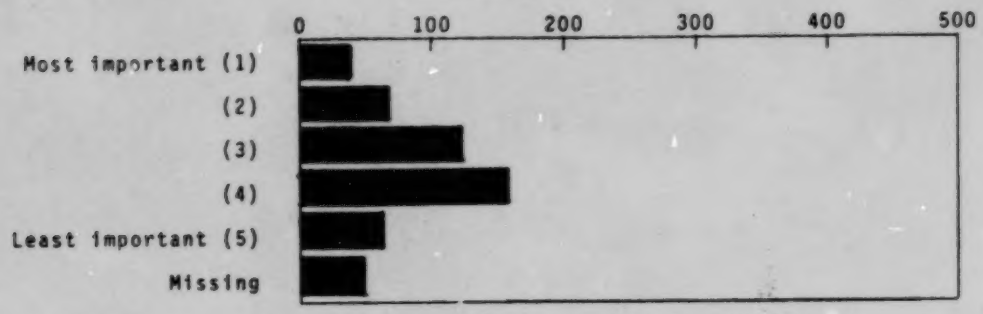


	ABSOLUTE	RELATIVE	ADJUSTED
Most important (1)	133	27.1	30.6
(2)	130	26.5	29.9
(3)	88	17.9	20.2
(4)	50	10.2	11.5
Least important (5)	34	6.9	7.8
Missing	56	11.4	Missing
Totals	491	100.0	100.0

MEAN	2.361	RANGE	4.000
MEDIAN	2.150	VALID CASES	435
MODE	1.000	MISSING CASES	56

Locate occupations to survey by choosing one or more clusters for further exploration.

TOTAL CASES 491

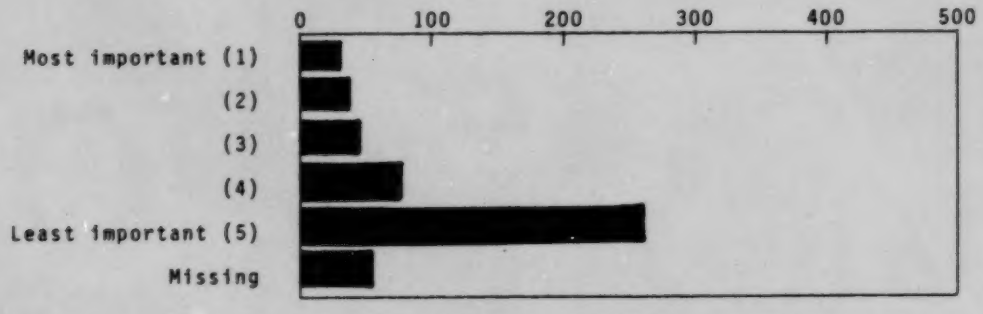


	ABSOLUTE	RELATIVE	ADJUSTED
Most important (1)	37	7.5	8.5
(2)	63	12.8	14.5
(3)	119	24.2	27.5
(4)	150	30.5	34.6
Least important (5)	64	13.0	14.8
Missing	58	11.8	Missing
Totals	491	100.0	100.0

MEAN	3.326	RANGE	4.000
MEDIAN	3.479	VALID CASES	433
MODE	4.000	MISSING CASES	58

Classify occupations into the correct cluster.

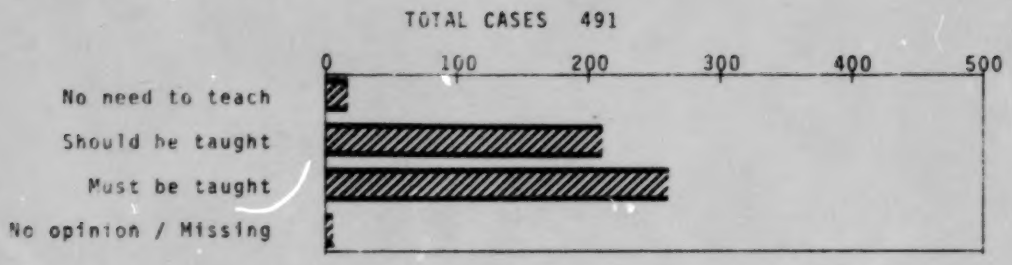
TOTAL CASES 491



	ABSOLUTE	RELATIVE	ADJUSTED
Most important (1)	34	6.9	7.8
(2)	41	8.4	9.4
(3)	47	9.6	10.8
(4)	63	12.8	14.5
Least important (5)	249	50.7	57.4
Missing	57	11.6	Missing
Totals	491	100.0	100.0

MEAN	4.041	RANGE	4.000
MEDIAN	4.629	VALID CASES	434
MODE	5.000	MISSING CASES	57

1. Identify their own values.

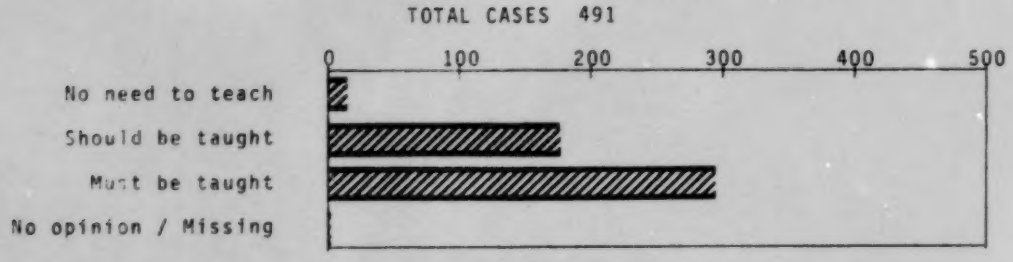


FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	16	3.3	3.3
Should be taught	210	42.8	43.2
Must be taught	260	53.0	53.5
No opinion / Missing	5	1.0	Missing
Totals	491	100.0	100.0

MEAN	2.502	RANGE	2.000
MEDIAN	2.565	VALID CASES	486
MODE	3.000	MISSING CASES	5

2. Identify their own abilities.



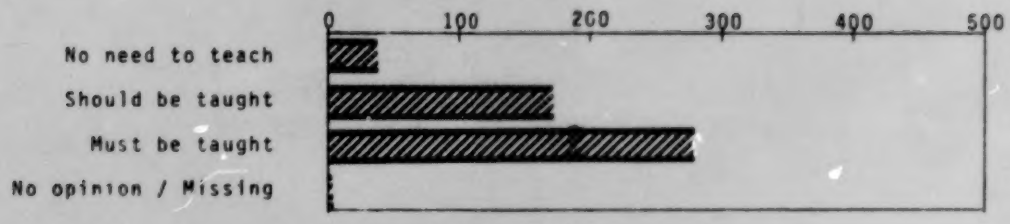
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	17	3.5	3.5
Should be taught	176	35.8	35.9
Must be taught	297	60.5	60.6
No opinion / Missing	1	0.2	Missing
Totals	491	100.0	100.0

MEAN	2.571	RANGE	2.000
MEDIAN	2.675	VALID CASES	490
MODE	3.000	MISSING CASES	1

3. Identify their own interests.

TOTAL CASES 491



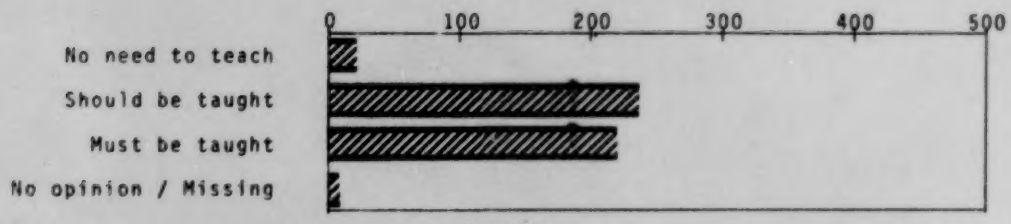
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	38	7.7	7.8
Should be taught	173	35.2	35.5
Must be taught	276	56.2	56.7
No opinion / Missing	4	0.8	Missing
Totals	491	100.0	100.0

MEAN	2.489	RANGE	2.000
MEDIAN	2.618	VALID CASES	487
MODE	3.000	MISSING CASES	4

4. Identify their own aptitudes.

TOTAL CASES 491



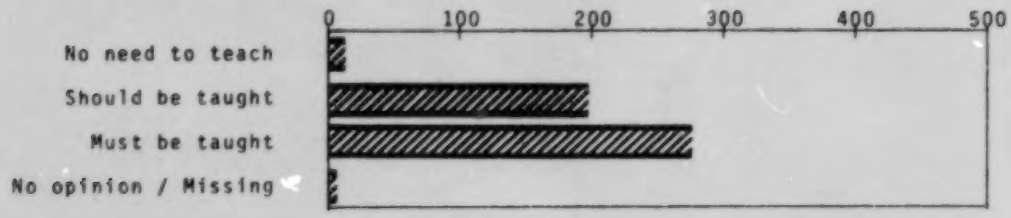
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	21	4.3	4.4
Should be taught	239	48.7	49.7
Must be taught	221	45.0	45.9
No opinion / Missing	10	2.0	Missing
Totals	491	100.0	100.0

MEAN	2.416	RANGE	2.000
MEDIAN	2.418	VALID CASES	481
MODE	2.000	MISSING CASES	10

5. Identify their personal assets (strong points).

TOTAL CASES 491



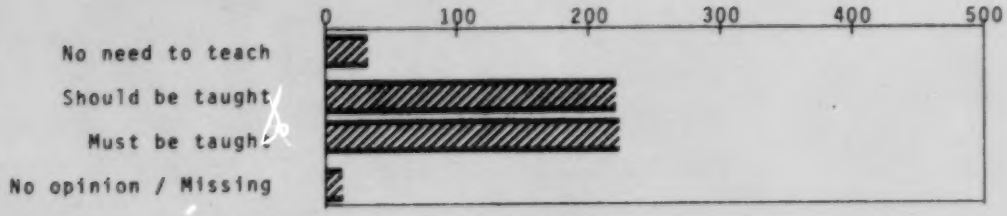
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	13	2.6	2.7
Should be taught	197	40.1	40.6
Must be taught	275	56.0	56.7
No opinion / Missing	6	1.2	Missing
Totals	491	100.0	100.0

MEAN	2.540	RANGE	2.000
MEDIAN	2.618	VALID CASES	485
MODE	3.000	MISSING CASES	6

6. Identify their liabilities (weak points).

TOTAL CASES 491



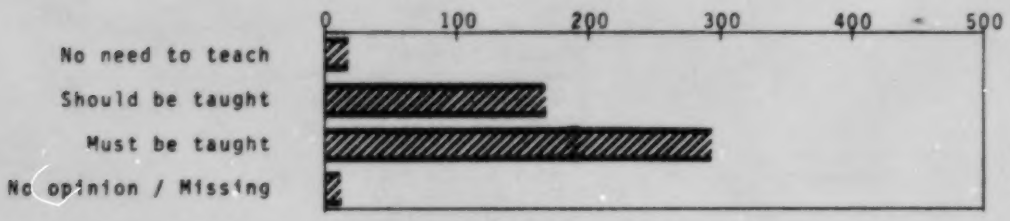
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	34	6.9	7.1
Should be taught	221	45.0	46.3
Must be taught	222	45.2	46.5
No opinion / Missing	14	2.9	Missing
Totals	491	100.0	100.0

MEAN	2.394	RANGE	2.000
MEDIAN	2.425	VALID CASES	477
MODE	3.000	MISSING CASES	14

7. Understand that their self concepts influence their ability to succeed.

TOTAL CASES 491



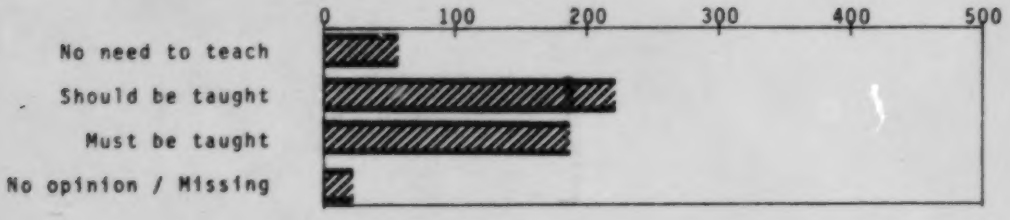
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	17	3.5	3.6
Should be taught	166	33.8	34.7
Must be taught	295	60.1	61.7
No opinion / Missing	13	2.6	Missing
Totals	491	100.0	100.0

MEAN	2.582	RANGE	2.000
MEDIAN	2.690	VALID CASES	478
MODE	3.000	MISSING CASES	13

8. Describe themselves as unique individuals.

TOTAL CASES 491



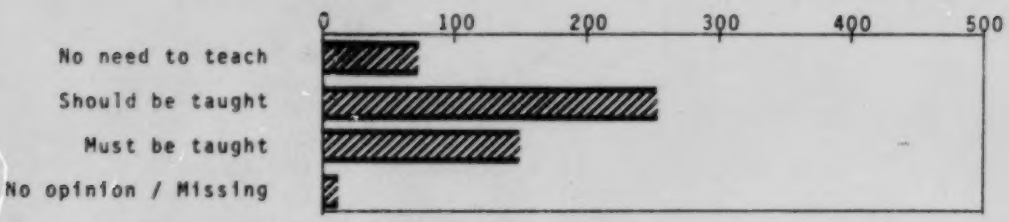
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	57	11.6	12.2
Should be taught	221	45.0	47.3
Must be taught	189	38.5	40.5
No opinion / Missing	24	4.9	Missing
Totals	491	100.0	100.0

MEAN	2.283	RANGE	2.000
MEDIAN	2.299	VALID CASES	467
MODE	2.000	MISSING CASES	24

9. Identify traits which are important to having a pleasing personality.

TOTAL CASES 491



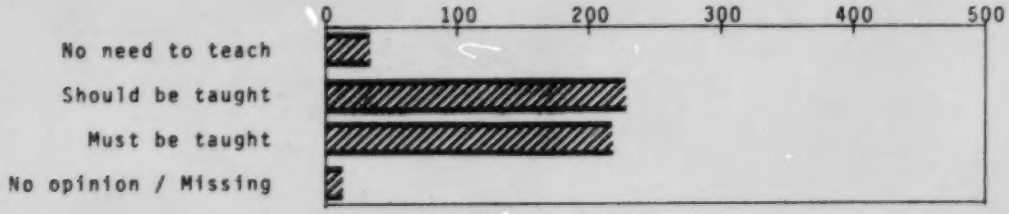
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	74	15.1	15.4
Should be taught	253	51.5	52.7
Must be taught	153	31.2	31.9
No opinion / Missing	11	2.2	Missing
Totals	491	100.0	100.0

MEAN	2.165	RANGE	2.000
MEDIAN	2.156	VALID CASES	480
MODE	2.000	MISSING CASES	11

10. Demonstrate the knowledge that they have the ability to change themselves if they so desire.

TOTAL CASES 491



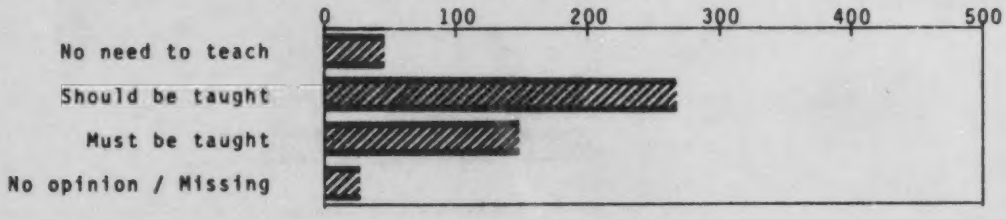
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	35	7.1	7.3
Should be taught	228	46.4	47.5
Must be taught	217	44.2	45.2
No opinion / Missing	11	2.2	Missing
Totals	491	100.0	100.0

MEAN	2.379	RANGE	2.000
MEDIAN	2.399	VALID CASES	480
MODE	2.000	MISSING CASES	11

11. Describe the advantages and disadvantages of being a leader and/or a follower.

TOTAL CASES 491



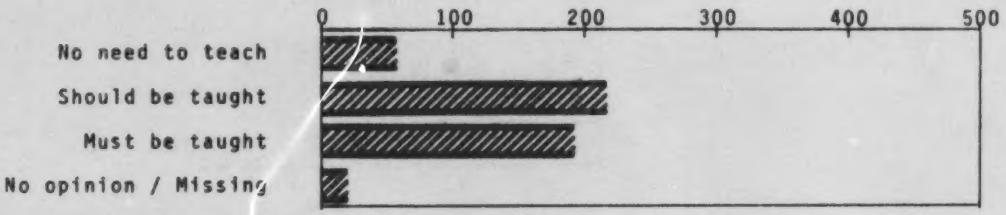
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	45	9.2	9.7
Should be taught	269	54.8	58.1
Must be taught	149	30.3	32.2
No opinion / Missing	28	5.7	Missing
Totals	491	100.0	100.0

MEAN	2.225	RANGE	2.000
MEDIAN	2.193	VALID CASES	463
MODE	2.000	MISSING CASES	28

12. Describe how attitudes based on prejudices affect the behavior of other individuals.

TOTAL CASES 491



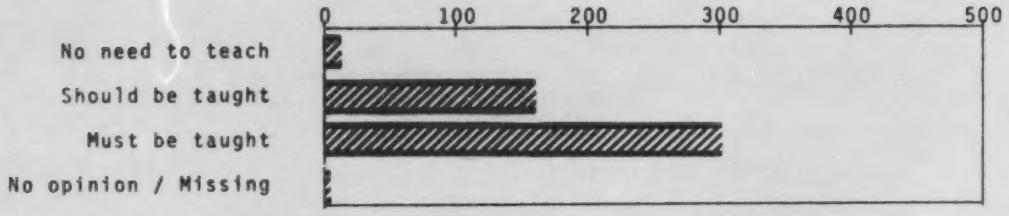
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	58	11.8	12.3
Should be taught	218	44.4	46.4
Must be taught	194	39.5	41.3
No opinion / Missing	21	4.3	Missing
Totals	491	100.0	100.0

MEAN	2.289	RANGE	2.000
MEDIAN	2.312	VALID CASES	470
MODE	2.000	MISSING CASES	21

13. Show cooperation and consideration for fellow students.

TOTAL CASES 491



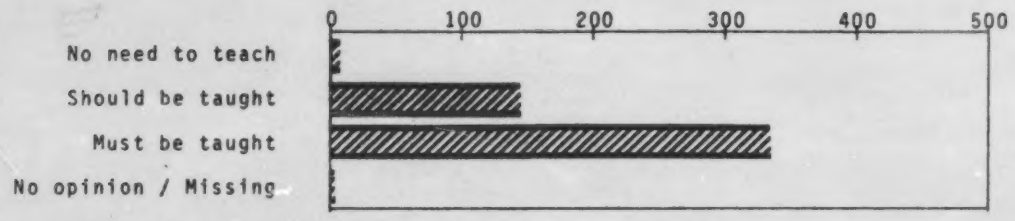
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	15	3.1	3.1
Should be taught	164	33.4	33.7
Must be taught	307	62.5	63.2
No opinion / Missing	5	1.0	Missing
Totals	491	100.0	100.0

MEAN	2.601	RANGE	2.000
MEDIAN	2.708	VALID CASES	486
MODE	3.000	MISSING CASES	5

14. Work together with others.

TOTAL CASES 491



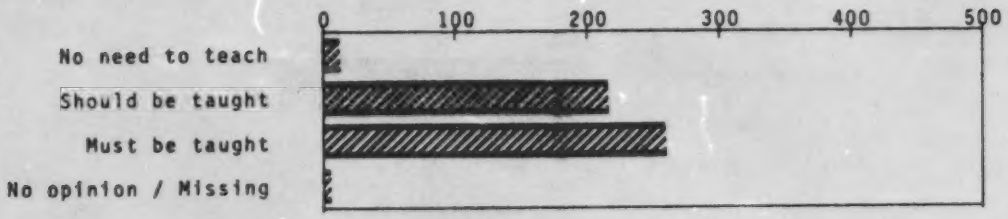
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	8	1.6	1.6
Should be taught	144	29.3	29.4
Must be taught	337	68.6	68.9
No opinion / Missing	2	0.4	Missing
Totals	491	100.0	100.0

MEAN	2.673	RANGE	2.000
MEDIAN	2.774	VALID CASES	489
MODE	3.000	MISSING CASES	2

15. Describe "good" manners both on the job and in social relationships.

TOTAL CASES 491



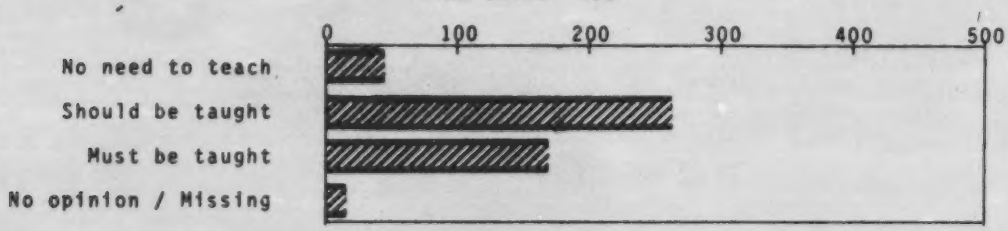
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	13	2.6	2.7
Should be taught	213	43.4	44.0
Must be taught	258	52.5	53.3
No opinion / Missing	7	1.4	Missing
Totals	491	100.0	100.0

MEAN	2.506	RANGE	2.000
MEDIAN	2.562	VALID CASES	484
MODE	3.000	MISSING CASES	7

16. Describe how different types of tests such as interest, aptitude and achievement tests can help select occupations.

TOTAL CASES 491



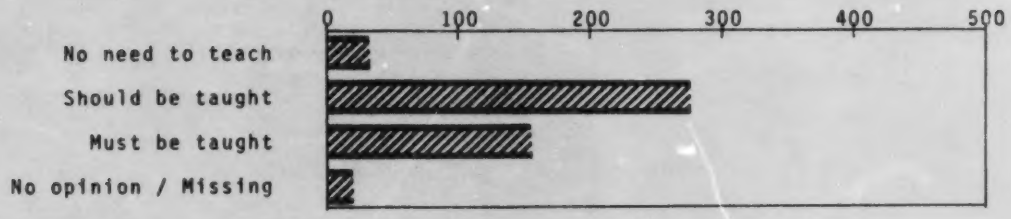
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	44	9.0	9.3
Should be taught	260	53.0	54.9
Must be taught	170	34.6	35.9
No opinion / Missing	17	3.5	Missing
Totals	491	100.0	100.0

MEAN	2.266	RANGE	2.000
MEDIAN	2.242	VALID CASES	474
MODE	2.000	MISSING CASES	17

17. Explain why employers administer tests to persons applying for a job.

TOTAL CASES 491



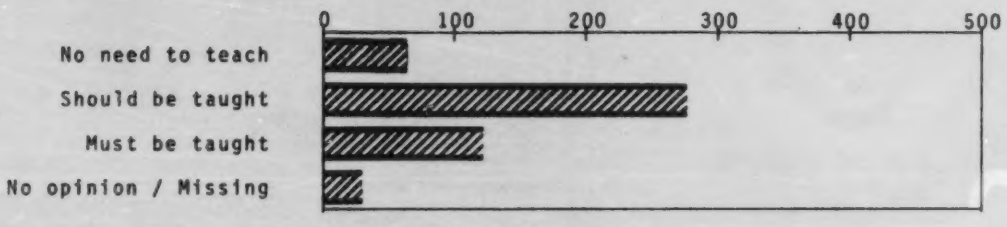
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	33	6.7	7.0
Should be taught	279	56.8	59.5
Must be taught	157	32.0	33.5
No opinion / Missing	22	4.5	Missing
Totals	491	100.0	100.0

MEAN	2.264	RANGE	2.000
MEDIAN	2.222	VALID CASES	469
MODE	2.000	MISSING CASES	22

18. Identify ways to improve test scores.

TOTAL CASES 491



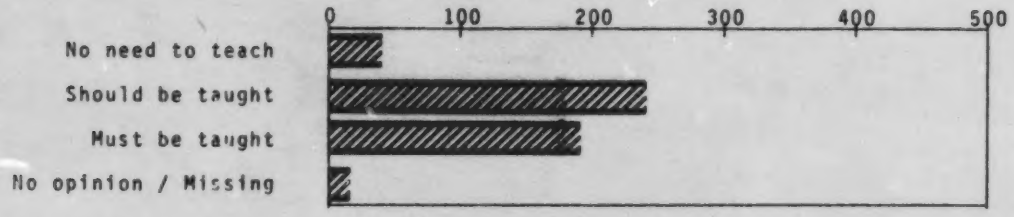
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	65	13.2	14.1
Should be taught	275	56.0	59.7
Must be taught	121	24.6	26.2
No opinion / Missing	30	6.1	Missing
Totals	491	100.0	100.0

MEAN	2.121	RANGE	2.000
MEDIAN	2.102	VALID CASES	461
MODE	2.000	MISSING CASES	30

19. Compare their salable skills to those required in the job market.

TOTAL CASES 491



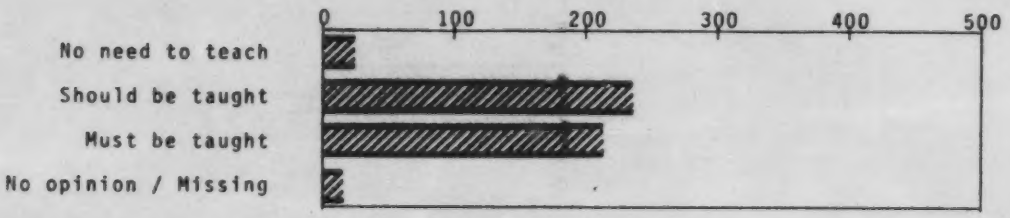
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	41	8.4	8.6
Should be taught	243	49.5	51.2
Must be taught	191	38.9	40.2
No opinion / Missing	16	3.3	Missing
Totals	491	100.0	100.0

MEAN	2.316	RANGE	2.000
MEDIAN	2.309	VALID CASES	475
MODE	2.000	MISSING CASES	16

20. Identify different motives for working and choosing various types of employment.

TOTAL CASES 491



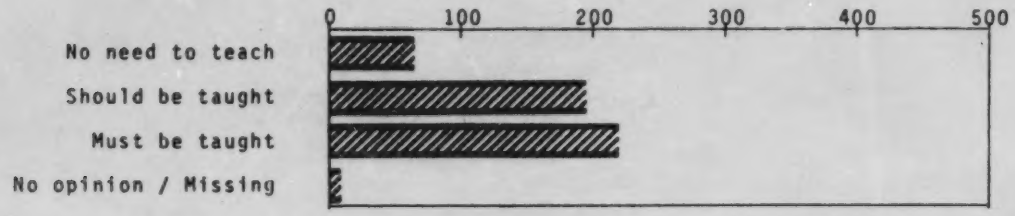
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	27	5.5	5.7
Should be taught	237	48.3	49.8
Must be taught	212	43.2	44.5
No opinion / Missing	15	3.1	Missing
Totals	491	100.0	100.0

MEAN	2.389	RANGE	2.000
MEDIAN	2.390	VALID CASES	476
MODE	2.000	MISSING CASES	15

21. Identify the requirements for high school graduation in their district.

TOTAL CASES 491



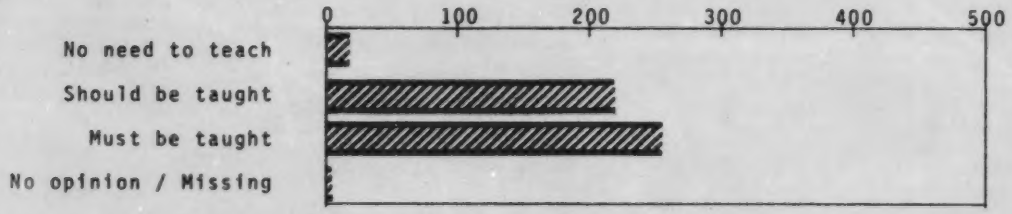
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	64	13.0	13.3
Should be taught	197	40.1	41.0
Must be taught	220	44.8	45.7
No opinion / Missing	10	2.0	Missing
Totals	491	100.0	100.0

MEAN	2.324	RANGE	2.000
MEDIAN	2.396	VALID CASES	481
MODE	3.000	MISSING CASES	10

22. Describe which electives will help them in preparing for particular occupations.

TOTAL CASES 491



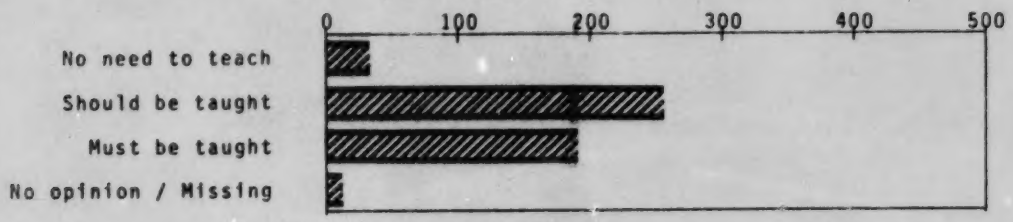
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	16	3.3	3.3
Should be taught	218	44.4	44.6
Must be taught	255	51.9	52.1
No opinion / Missing	2	0.4	Missing
Totals	491	100.0	100.0

MEAN	2.489	RANGE	2.000
MEDIAN	2.541	VALID CASES	489
MODE	3.000	MISSING CASES	2

23. Describe the academic and general education programs available to them at the high school level.

TOTAL CASES 491



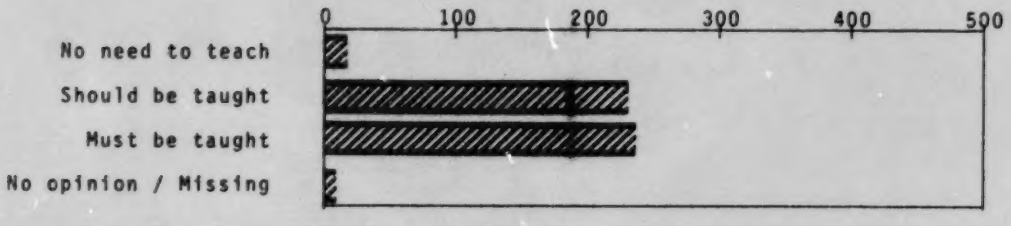
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	34	6.9	7.1
Should be taught	254	51.7	52.9
Must be taught	192	39.1	40.0
No opinion / Missing	11	2.2	Missing
Totals	491	100.0	100.0

MEAN	2.329	RANGE	2.000
MEDIAN	2.311	VALID CASES	480
MODE	2.000	MISSING CASES	11

24. Describe the vocational programs available to them at the high school level.

TOTAL CASES 491



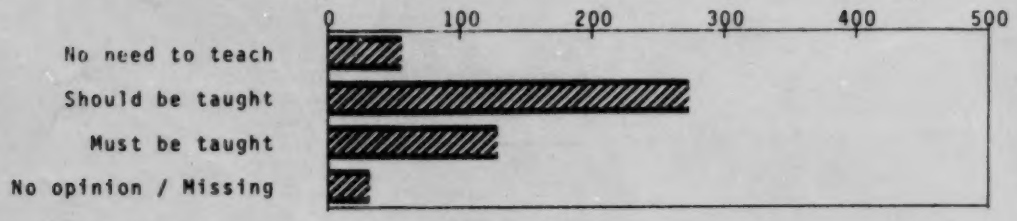
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	18	3.7	3.7
Should be taught	227	46.2	47.2
Must be taught	236	48.1	49.1
No opinion / Missing	10	2.0	Missing
Totals	491	100.0	100.0

MEAN	2.453	RANGE	2.000
MEDIAN	2.480	VALID CASES	481
MODE	3.000	MISSING CASES	10

25. Relate various scholastic grade averages to requirements of education/training institutions.

TOTAL CASES 491



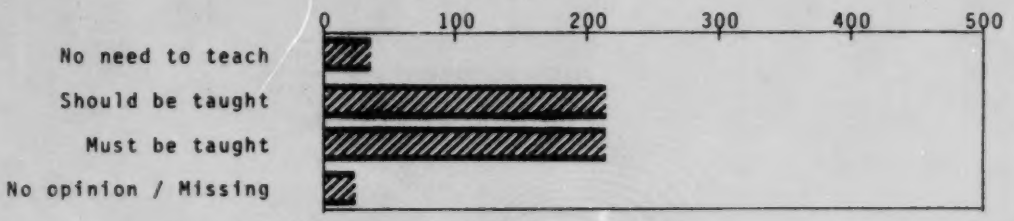
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	55	11.2	12.0
Should be taught	273	55.6	59.5
Must be taught	131	26.7	28.5
No opinion / Missing	32	6.5	Missing
Totals	491	100.0	100.0

MEAN	2.166	RANGE	2.000
MEDIAN	2.139	VALID CASES	459
MODE	2.000	MISSING CASES	32

26. Compare the similarities between school and work, realizing that their present occupation is student.

TOTAL CASES 491



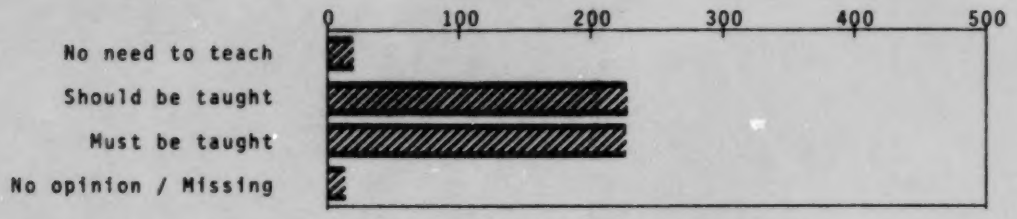
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	36	7.3	7.7
Should be taught	215	43.8	46.1
Must be taught	215	43.8	46.1
No opinion / Missing	25	5.1	Missing
Totals	491	100.0	100.0

MEAN	2.384	RANGE	2.000
MEDIAN	2.416	VALID CASES	466
MODE	2.000	MISSING CASES	25

27. Evaluate how much education/training they are willing to pursue in relationship to the requirements of the occupations in which they are interested.

TOTAL CASES 491



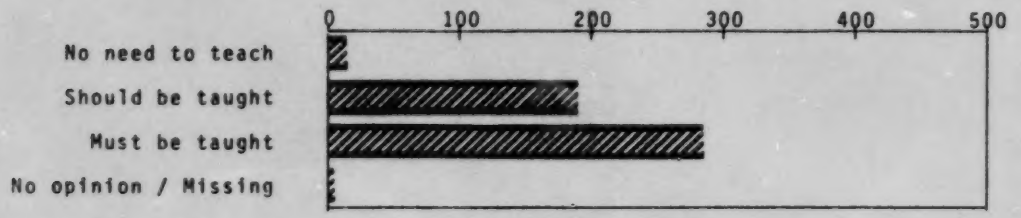
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	20	4.1	4.2
Should be taught	229	46.6	47.9
Must be taught	229	46.6	47.9
No opinion / Missing	13	2.6	Missing
Totals	491	100.0	100.0

MEAN	2.437	RANGE	2.000
MEDIAN	2.456	VALID CASES	478
MODE	2.000	MISSING CASES	13

28. Identify the types of education/training which would help them achieve a career goal.

TOTAL CASES 491



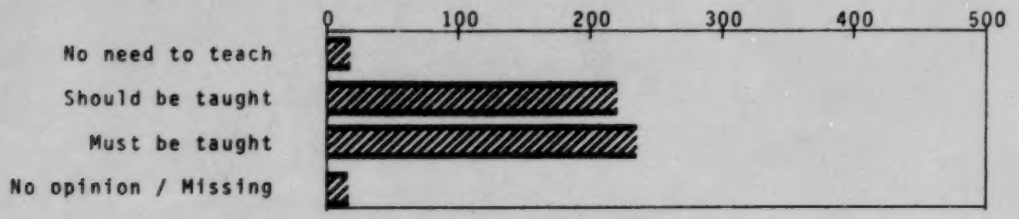
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	12	2.4	2.5
Should be taught	190	38.7	39.0
Must be taught	285	58.0	58.5
No opinion / Missing	4	0.8	Missing
Totals	491	100.0	100.0

MEAN	2.561	RANGE	2.000
MEDIAN	2.646	VALID CASES	487
MODE	3.000	MISSING CASES	4

29. Describe education/training methods which are alternatives to college.

TOTAL CASES 491



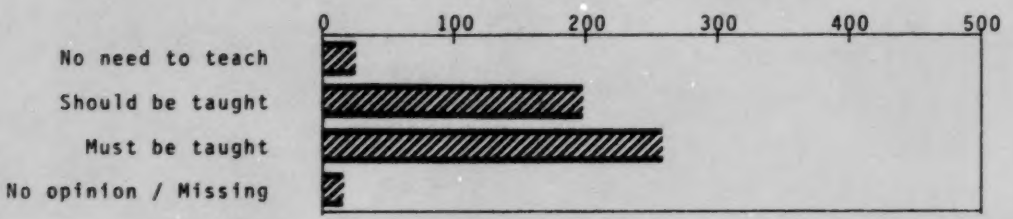
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	19	3.9	4.0
Should be taught	220	44.8	46.3
Must be taught	236	48.1	49.7
No opinion / Missing	16	3.3	Missing
Totals	491	100.0	100.0

MEAN	2.457	RANGE	2.000
MEDIAN	2.493	VALID CASES	475
MODE	3.000	MISSING CASES	16

30. Explain why a worker with more education/training and experience will qualify for a higher level occupation within a career field.

TOTAL CASES 491



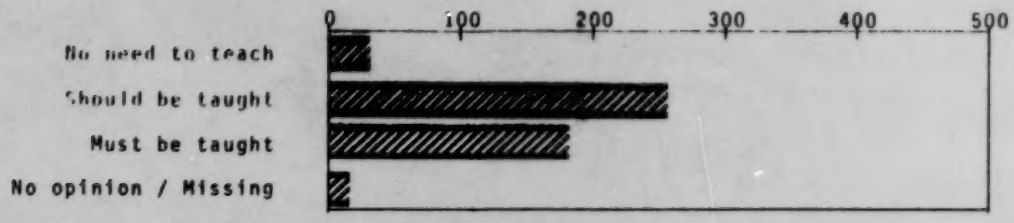
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	23	4.7	4.8
Should be taught	197	40.1	41.5
Must be taught	255	51.9	53.7
No opinion / Missing	16	3.3	Missing
Totals	491	100.0	100.0

MEAN	2.488	RANGE	2.000
MEDIAN	2.569	VALID CASES	475
MODE	3.000	MISSING CASES	16

31. Develop an education/training plan that fits occupations of their choice.

TOTAL CASES 491



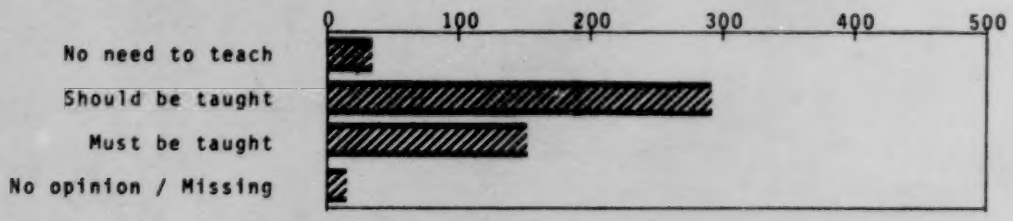
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	33	6.7	7.0
Should be taught	256	52.1	54.2
Must be taught	183	37.3	38.8
No opinion / Missing	19	3.9	Missing
Totals	491	100.0	100.0

MEAN	2.318	RANGE	2.000
MEDIAN	2.293	VALID CASES	472
MODE	2.000	MISSING CASES	19

32. Describe sources of education/training information.

TOTAL CASES 491



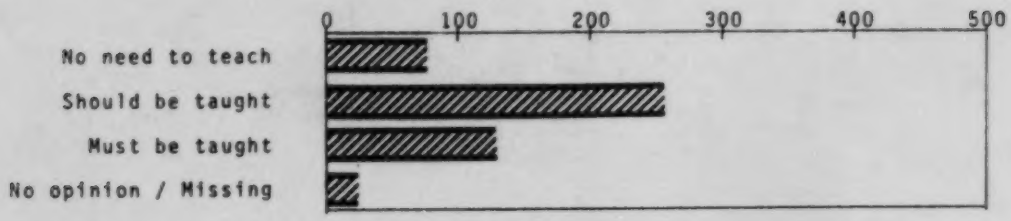
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	33	6.7	6.9
Should be taught	292	59.5	61.2
Must be taught	152	31.0	31.9
No opinion / Missing	14	2.9	Missing
Totals	491	100.0	100.0

MEAN	2.249	RANGE	2.000
MEDIAN	2.204	VALID CASES	477
MODE	2.000	MISSING CASES	14

33. Identify sources of financing for continued education/training.

TOTAL CASES 491



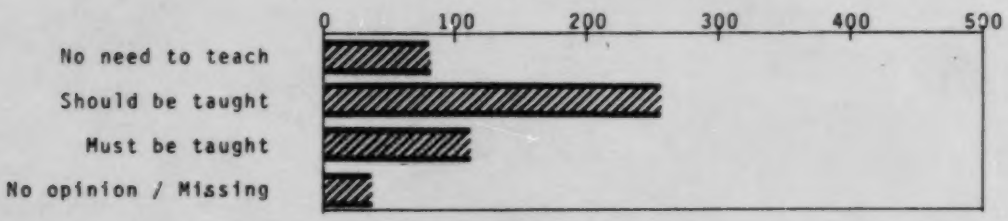
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	76	15.5	16.3
Should be taught	258	52.5	55.5
Must be taught	131	26.7	28.2
No opinion / Missing	26	5.3	Missing
Totals	491	100.0	100.0

MEAN	2.118	RANGE	2.000
MEDIAN	2.107	VALID CASES	465
MODE	2.000	MISSING CASES	26

34. Identify examples of logical and emotional decisions.

TOTAL CASES 491



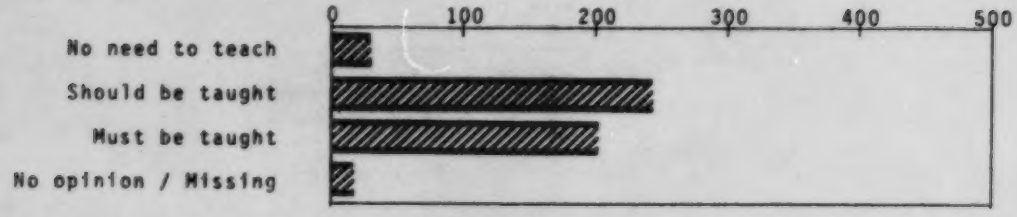
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	82	16.7	18.1
Should be taught	257	52.3	56.9
Must be taught	113	23.0	25.0
No opinion / Missing	39	7.9	Missing
Totals	491	100.0	100.0

MEAN	2.069	RANGE	2.000
MEDIAN	2.060	VALID CASES	452
MODE	2.000	MISSING CASES	39

35. Apply decision-making steps to make occupational choices.

TOTAL CASES 491



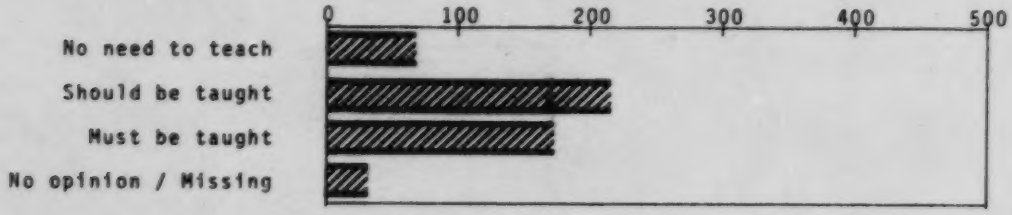
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	29	5.9	6.1
Should be taught	243	49.5	51.4
Must be taught	201	40.9	42.5
No opinion / Missing	18	3.7	Missing
Totals	491	100.0	100.0

MEAN	2.364	RANGE	2.000
MEDIAN	2.354	VALID CASES	473
MODE	2.000	MISSING CASES	18

36. Apply decision-making steps to solve personal problems.

TOTAL CASES 491



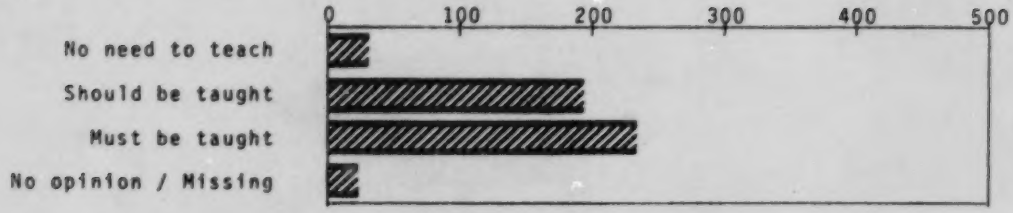
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	68	13.8	14.8
Should be taught	215	43.8	46.9
Must be taught	175	35.6	38.2
No opinion / Missing	33	6.7	Missing
Totals	491	100.0	100.0

MEAN	2.234	RANGE	2.000
MEDIAN	2.249	VALID CASES	458
MODE	2.000	MISSING CASES	33

37. Define the term "goal". #

TOTAL CASES 491



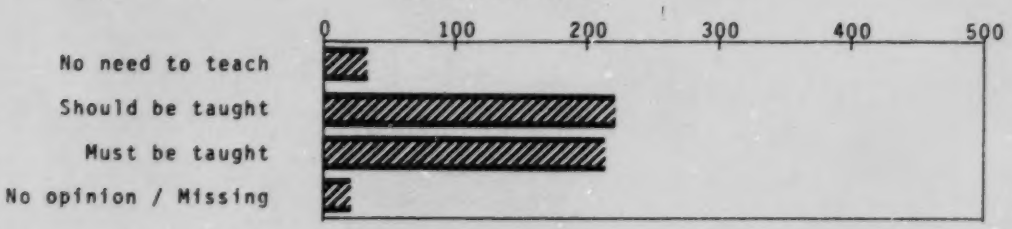
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	32	6.5	6.9
Should be taught	198	40.3	42.4
Must be taught	237	48.3	50.7
No opinion / Missing	24	4.9	Missing
Totals	491	100.0	100.0

MEAN	2.439	RANGE	2.000
MEDIAN	2.515	VALID CASES	467
MODE	2.000	MISSING CASES	24

38. Understand that personal goals should be matched to career choices for a happier life.

TOTAL CASES 491



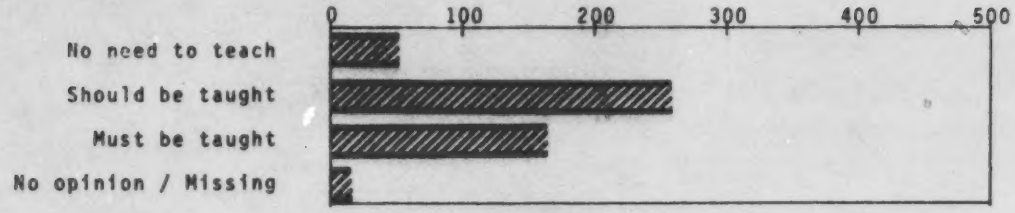
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	32	6.5	6.8
Should be taught	221	45.0	47.1
Must be taught	216	44.0	46.1
No opinion / Missing	22	4.5	Missing
Totals	491	100.0	100.0

MEAN	2.392	RANGE	2.000
MEDIAN	2.416	VALID CASES	469
MODE	2.000	MISSING CASES	22

39. Differentiate between short, medium and long range goals.

TOTAL CASES 491



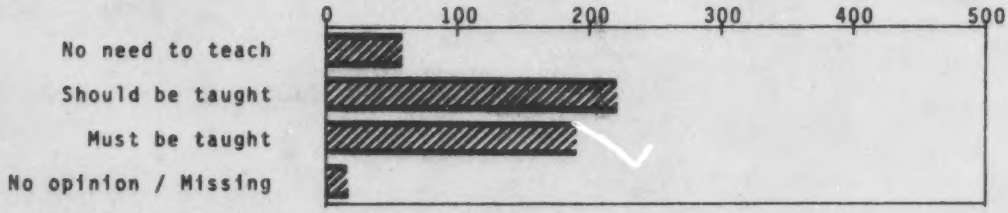
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	51	10.4	10.8
Should be taught	256	52.1	54.2
Must be taught	165	33.6	35.0
No opinion / Missing	19	3.9	Missing
Totals	491	100.0	100.0

MEAN	2.242	RANGE	2.000
MEDIAN	2.223	VALID CASES	472
MODE	2.000	MISSING CASES	19

40. Differentiate between needs and wants.

TOTAL CASES 491



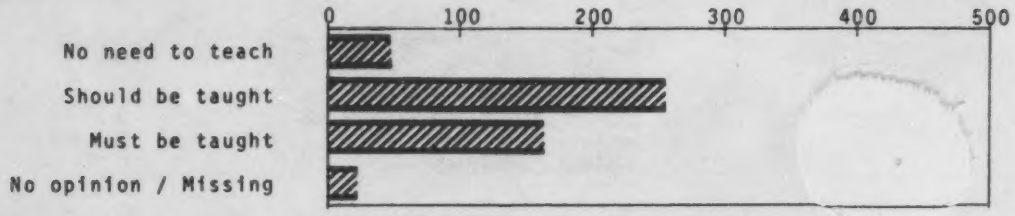
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	58	11.8	12.3
Should be taught	224	45.6	47.4
Must be taught	191	38.9	40.4
No opinion / Missing	18	3.7	Missing
Totals	491	100.0	100.0

MEAN	2.281	RANGE	2.000
MEDIAN	2.297	VALID CASES	473
MODE	2.000	MISSING CASES	18

41. Complete a tentative career plan.

TOTAL CASES 491



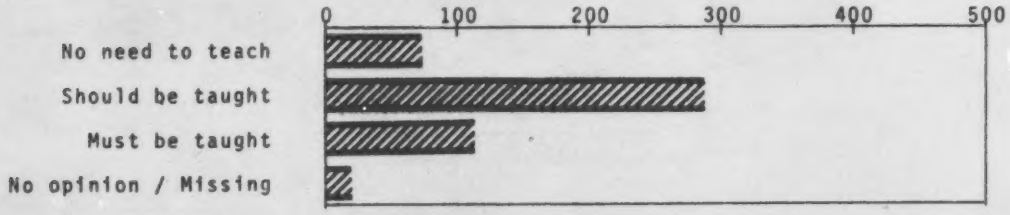
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	49	10.0	10.5
Should be taught	255	51.9	54.5
Must be taught	164	33.4	35.0
No opinion / Missing	23	4.7	Missing
Totals	491	100.0	100.0

MEAN	2.246	RANGE	2.000
MEDIAN	2.225	VALID CASES	468
MODE	2.000	MISSING CASES	23

42. Demonstrate the ability to complete formal calls to strangers.

TOTAL CASES 491



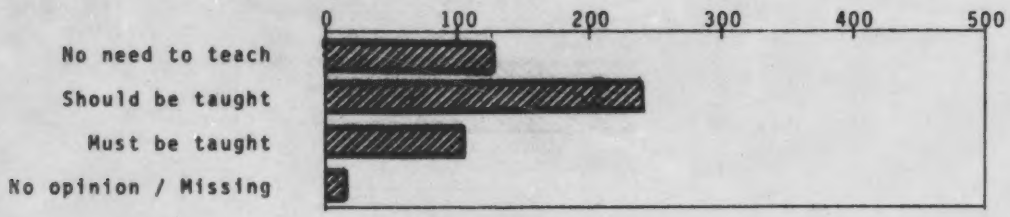
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	74	15.1	15.7
Should be taught	286	58.2	60.7
Must be taught	111	22.6	23.6
No opinion / Missing	20	4.1	Missing
Totals	491	100.0	100.0

MEAN	2.079	RANGE	2.000
MEDIAN	2.065	VALID CASES	471
MODE	2.000	MISSING CASES	20

43. Place a long distance phone call.

TOTAL CASES 491



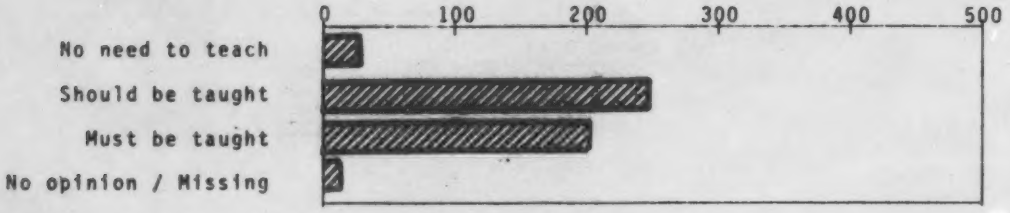
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	128	26.1	27.2
Should be taught	235	47.9	50.0
Must be taught	107	21.8	22.8
No opinion / Missing	21	4.3	Missing
Totals	491	100.0	100.0

MEAN	1.955	RANGE	2.000
MEDIAN	1.955	VALID CASES	470
MODE	2.000	MISSING CASES	21

44. Arrange for a job interview by phone.

TOTAL CASES 491



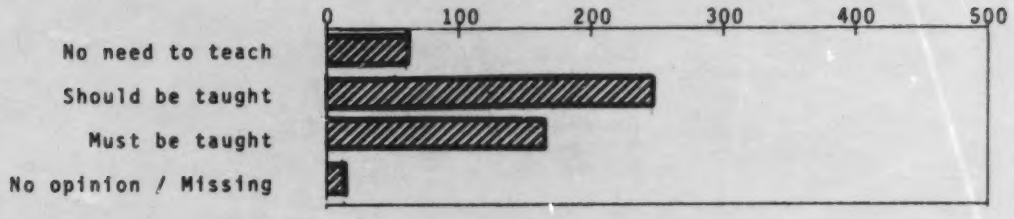
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	28	5.7	5.8
Should be taught	250	50.9	52.1
Must be taught	202	41.1	42.1
No opinion / Missing	11	2.2	Missing
Totals	491	100.0	100.0

MEAN	2.362	RANGE	2.000
MEDIAN	2.348	VALID CASES	480
MODE	2.000	MISSING CASES	11

45. Demonstrate the ability to answer the phone properly.

TOTAL CASES 491



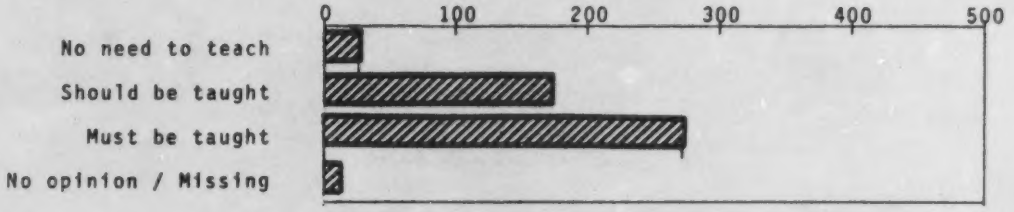
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	61	12.4	12.8
Should be taught	245	49.9	51.4
Must be taught	171	34.8	35.8
No opinion / Missing	14	2.9	Missing
Totals	491	100.0	100.0

MEAN	2.231	RANGE	2.000
MEDIAN	2.224	VALID CASES	477
MODE	2.000	MISSING CASES	14

46. Understand the need to talk on some occasions and the need to listen in other situations.

TOTAL CASES 491



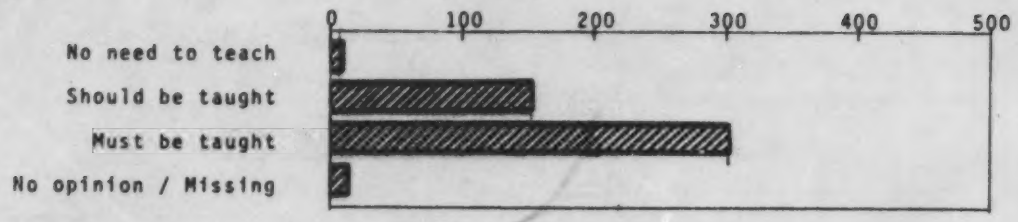
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	24	4.9	5.0
Should be taught	184	37.5	38.3
Must be taught	272	55.4	56.7
No opinion / Missing	11	2.2	Missing
Totals	491	100.0	100.0

MEAN	2.517	RANGE	2.000
MEDIAN	2.618	VALID CASES	480
MODE	3.000	MISSING CASES	11

47. Demonstrate good listening skills.

TOTAL CASES 491



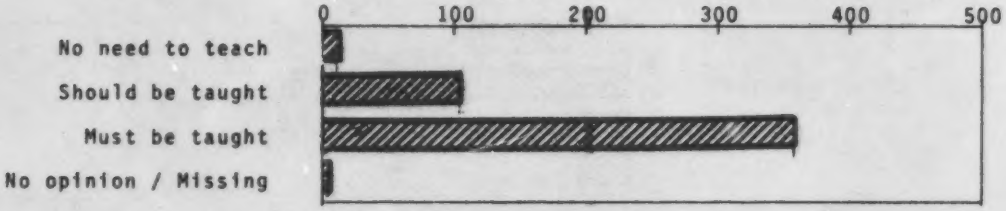
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	9	1.8	1.9
Should be taught	165	33.6	34.4
Must be taught	306	62.3	63.7
No opinion / Missing	11	2.2	Missing
Totals	491	100.0	100.0

MEAN	2.619	RANGE	2.000
MEDIAN	2.716	VALID CASES	480
MODE	3.000	MISSING CASES	11

48. Demonstrate the ability to follow directions.

TOTAL CASES 491



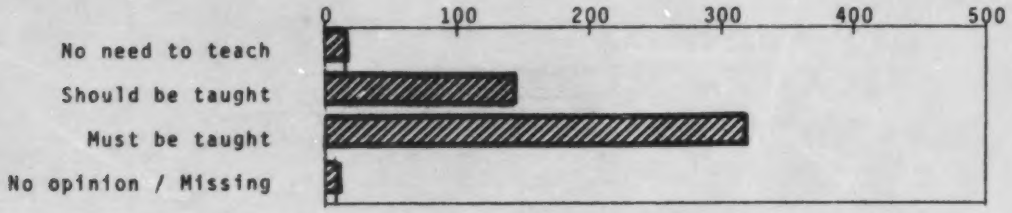
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	10	2.0	2.1
Should be taught	107	21.8	22.0
Must be taught	369	75.2	75.9
No opinion / Missing	5	1.0	Missing
Totals	491	100.0	100.0

MEAN	2.739	RANGE	2.000
MEDIAN	2.841	VALID CASES	486
MODE	3.000	MISSING CASES	5

49. Understand the need for good grammar and spelling in order to communicate with others.

TOTAL CASES 491



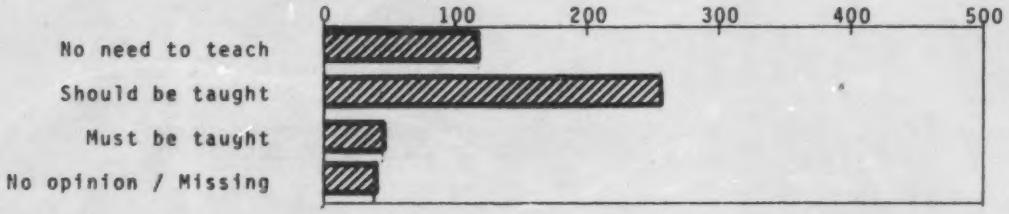
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	10	2.0	2.1
Should be taught	151	30.8	31.1
Must be taught	324	66.0	66.8
No opinion / Missing	6	1.2	Missing
Totals	491	100.0	100.0

MEAN	2.647	RANGE	2.000
MEDIAN	2.752	VALID CASES	485
MODE	3.000	MISSING CASES	6

50. Identify various civic organizations and describe how they contribute to improving their communities.

TOTAL CASES 491



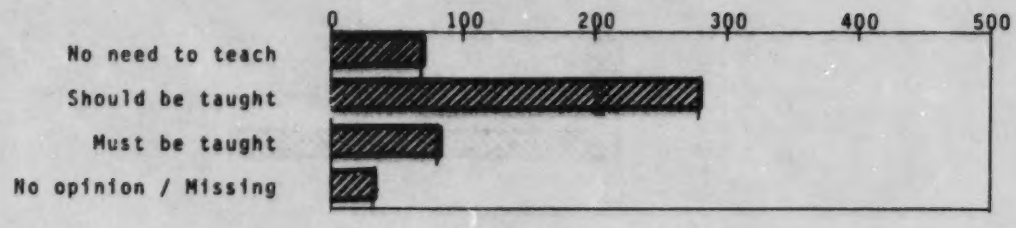
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	118	24.0	27.0
Should be taught	263	53.6	60.2
Must be taught	56	11.4	12.8
No opinion / Missing	54	11.0	Missing
Totals	491	100.0	100.0

MEAN	1.858	RANGE	2.000
MEDIAN	1.882	VALID CASES	437
MODE	2.000	MISSING CASES	54

51. Determine the labor demands of their community.

TOTAL CASES 491



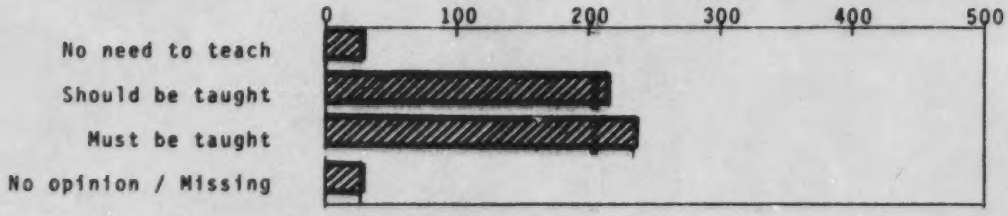
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	75	15.3	16.4
Should be taught	293	59.7	64.3
Must be taught	88	17.9	19.3
No opinion / Missing	35	7.1	Missing
Totals	491	100.0	100.0

MEAN	2.029	RANGE	2.000
MEDIAN	2.022	VALID CASES	456
MODE	2.000	MISSING CASES	35

52. Determine qualities contributing to employability.

TOTAL CASES 491



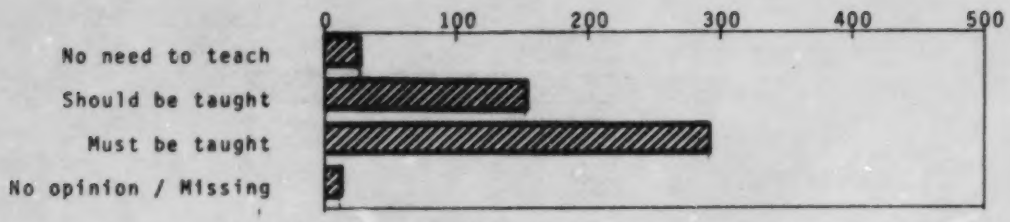
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	16	3.3	3.4
Should be taught	214	43.6	45.9
Must be taught	236	48.1	50.6
No opinion / Missing	25	5.1	Missing
Totals	491	100.0	100.0

MEAN	2.472	RANGE	2.000
MEDIAN	2.513	VALID CASES	466
MODE	3.000	MISSING CASES	25

53. Display pride in their work.

TOTAL CASES 491



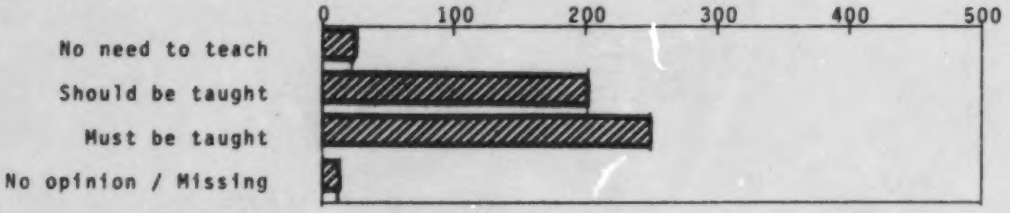
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	27	5.5	5.6
Should be taught	160	32.6	33.2
Must be taught	295	60.1	61.2
No opinion / Missing	9	1.8	Missing
Totals	491	100.0	100.0

MEAN	2.556	RANGE	2.000
MEDIAN	2.683	VALID CASES	482
MODE	3.000	MISSING CASES	9

54. Understand the importance of being consistent and persistent.

TOTAL CASES 491



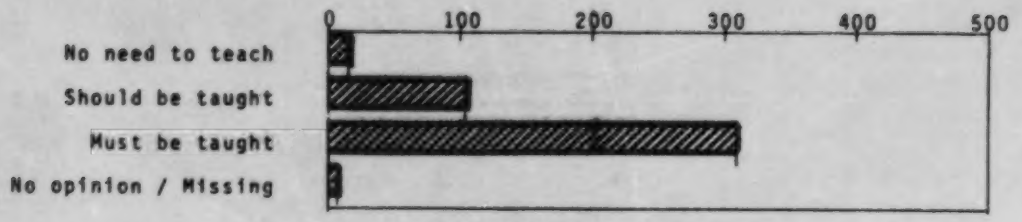
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	21	4.3	4.4
Should be taught	201	40.9	42.0
Must be taught	257	52.3	53.7
No opinion / Missing	12	2.4	Missing
Totals	491	100.0	100.0

MEAN	2.493	RANGE	2.000
MEDIAN	2.568	VALID CASES	479
MODE	3.000	MISSING CASES	12

55. Accept personal responsibility.

TOTAL CASES 491



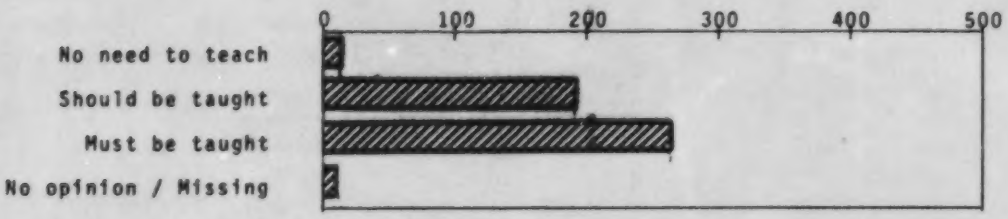
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	13	2.6	2.7
Should be taught	104	21.2	21.4
Must be taught	370	75.4	76.0
No opinion / Missing	4	0.8	Missing
Totals	491	100.0	100.0

MEAN	2.733	RANGE	2.000
MEDIAN	2.842	VALID CASES	487
MODE	3.000	MISSING CASES	4

56. Properly care for and use equipment and materials.

TOTAL CASES 491



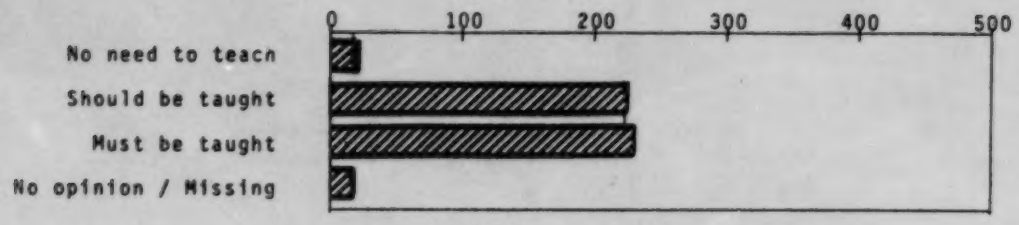
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	15	3.1	3.1
Should be taught	197	40.1	40.9
Must be taught	270	55.0	56.0
No opinion / Missing	9	1.8	Missing
Totals	491	100.0	100.0

MEAN	2.529	RANGE	2.000
MEDIAN	2.607	VALID CASES	482
MODE	3.000	MISSING CASES	9

57. Describe the concept of quality in relationship to a task or job.

TOTAL CASES 491



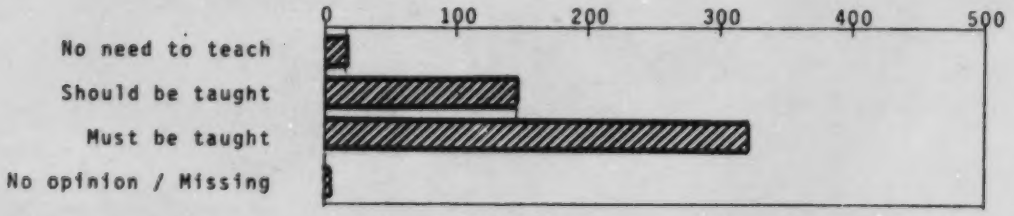
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	17	3.5	3.6
Should be taught	227	46.2	47.7
Must be taught	232	47.3	48.7
No opinion / Missing	15	3.1	Missing
Totals	491	100.0	100.0

MEAN	2.452	RANGE	2.000
MEDIAN	2.474	VALID CASES	476
MODE	3.000	MISSING CASES	15

58. Understand the importance of staying with a task until it is completed.

TOTAL CASES 491



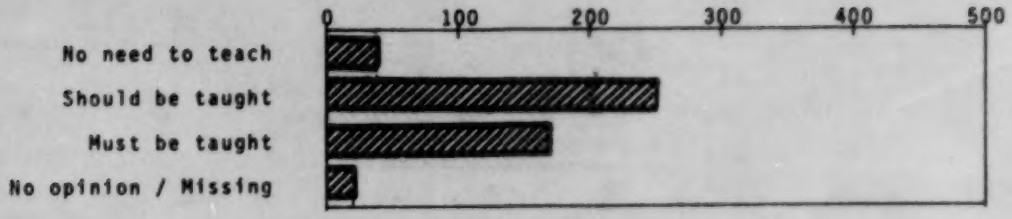
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	12	2.4	2.5
Should be taught	151	30.8	30.9
Must be taught	325	66.2	66.6
No opinion / Missing	3	0.6	Missing
Totals	491	100.0	100.0

MEAN	2.641	RANGE	2.000
MEDIAN	2.749	VALID CASES	488
MODE	3.000	MISSING CASES	3

59. Describe how workers receive job promotions.

TOTAL CASES 491



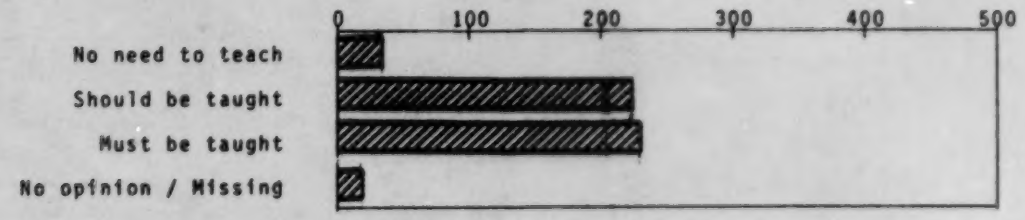
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	34	6.9	7.2
Should be taught	261	53.2	54.9
Must be taught	180	36.7	37.9
No opinion / Missing	16	3.3	Missing
Totals	491	100.0	100.0

MEAN	2.307	RANGE	2.000
MEDIAN	2.280	VALID CASES	475
MODE	2.000	MISSING CASES	16

60. Identify good grooming habits.

TOTAL CASES 491

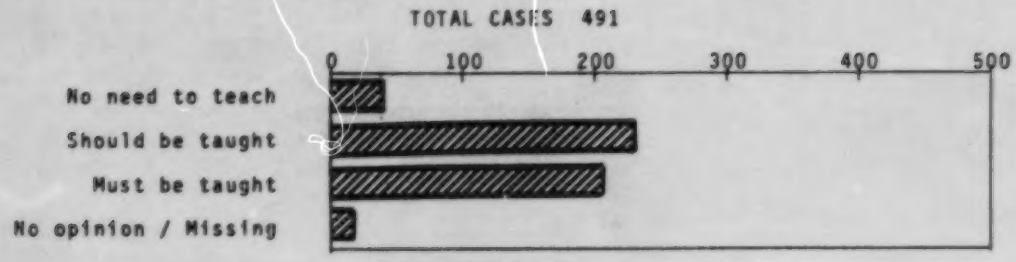


FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	32	6.5	6.7
Should be taught	222	45.2	46.3
Must be taught	225	45.8	47.0
No opinion / Missing	12	2.4	Missing
Totals	491	100.0	100.0

MEAN	2.403	RANGE	2.000
MEDIAN	2.435	VALID CASES	479
MODE	3.000	MISSING CASES	12

61. Describe the merit of good grooming.

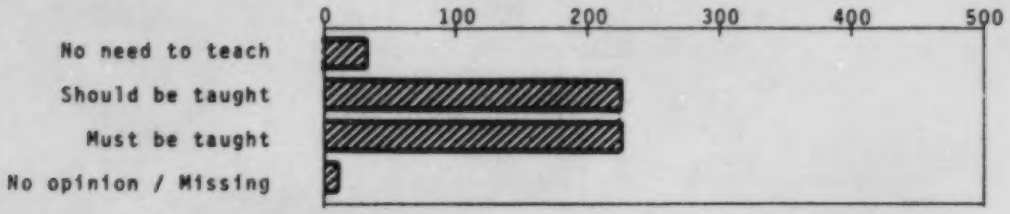


FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	41	8.4	8.6
Should be taught	234	47.7	49.0
Must be taught	203	41.3	42.5
No opinion / Missing	13	2.6	Missing
Totals	491	100.0	100.0

MEAN	2.339	RANGE	2.000
MEDIAN	2.346	VALID CASES	478
MODE	2.000	MISSING CASES	13

62. Understand that employees work together to reach the common goals of a company.



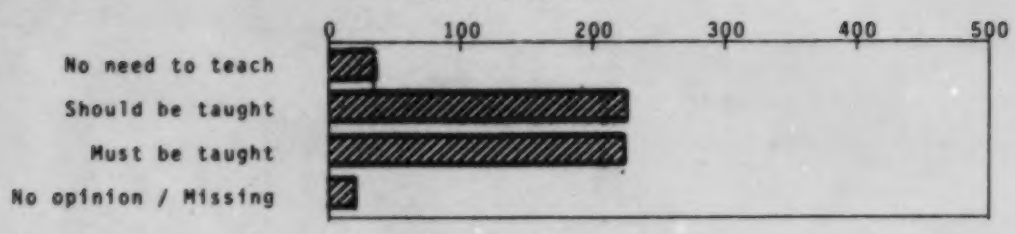
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	32	6.5	6.6
Should be taught	225	45.8	46.7
Must be taught	225	45.8	46.7
No opinion / Missing	9	1.8	Missing
Totals	491	100.0	100.0

MEAN	2.400	RANGE	2.000
MEDIAN	2.429	VALID CASES	482
MODE	2.000	MISSING CASES	9

63. Describe the importance of being loyal to an employer.

TOTAL CASES 491



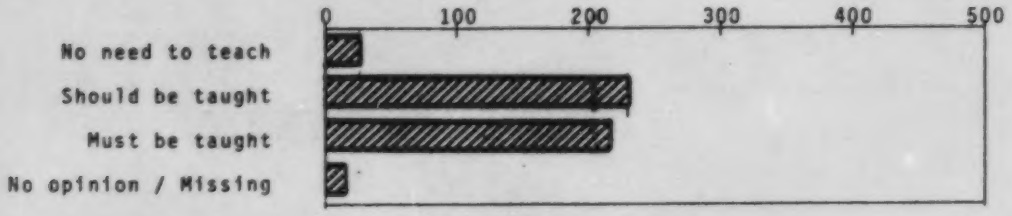
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	31	6.3	6.5
Should be taught	222	45.2	46.7
Must be taught	222	45.2	46.7
No opinion / Missing	16	3.3	Missing
Totals	491	100.0	100.0

MEAN	2.402	RANGE	2.000
MEDIAN	2.430	VALID CASES	475
MODE	2.000	MISSING CASES	16

64. Understand that employers need to be loyal to their employees.

TOTAL CASES 491



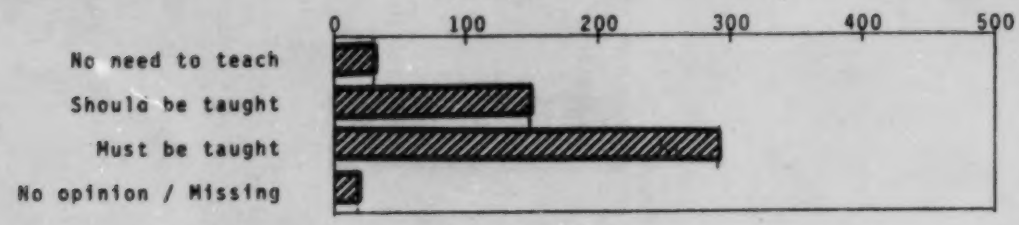
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	29	5.9	6.1
Should be taught	234	47.7	49.2
Must be taught	213	43.4	44.7
No opinion / Missing	15	3.1	Missing
Totals	491	100.0	100.0

MEAN	2.387	RANGE	2.000
MEDIAN	2.393	VALID CASES	476
MODE	2.000	MISSING CASES	15

65. Understand the consequences of not working.

TOTAL CASES 491



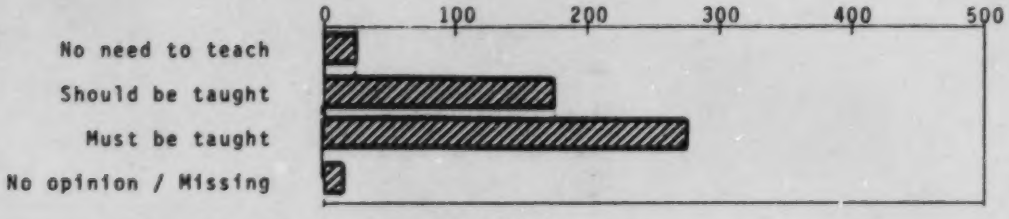
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	27	5.5	5.7
Should be taught	153	31.2	32.1
Must be taught	297	60.5	62.3
No opinion / Missing	14	2.9	Missing
Totals	491	100.0	100.0

MEAN	2.566	RANGE	2.000
MEDIAN	2.697	VALID CASES	477
MODE	3.000	MISSING CASES	14

66. Identify the causes of failure on the job.

TOTAL CASES 491



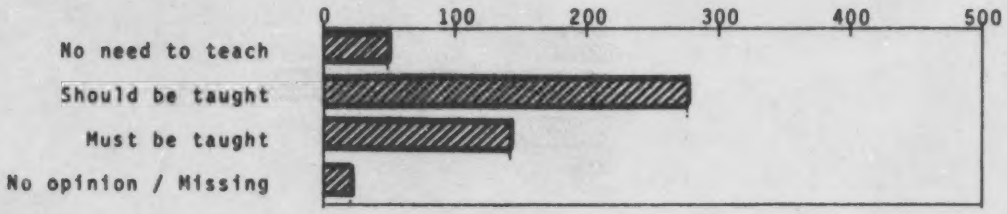
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	20	4.1	4.1
Should be taught	180	36.7	37.3
Must be taught	282	57.4	58.5
No opinion / Missing	9	1.8	Missing
Totals	491	100.0	100.0

MEAN	2.544	RANGE	2.000
MEDIAN	2.645	VALID CASES	482
MODE	3.000	MISSING CASES	9

67. Explain proper procedures to use in resigning from a job.

TOTAL CASES 491



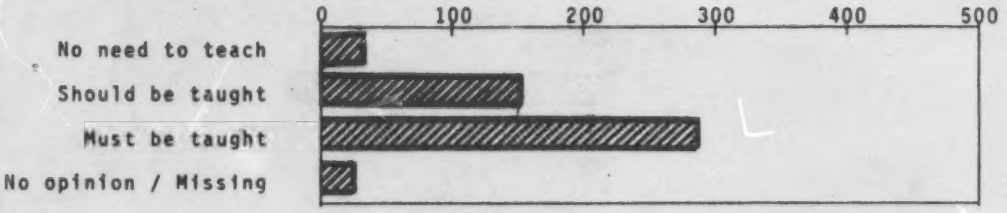
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	53	10.8	11.2
Should be taught	280	57.0	58.9
Must be taught	142	28.9	29.9
No opinion / Missing	16	3.3	Missing
Totals	491	100.0	100.0

MEAN	2.187	RANGE	2.000
MEDIAN	2.159	VALID CASES	475
MODE	2.000	MISSING CASES	16

68. Understand that all work has dignity.

TOTAL CASES 491



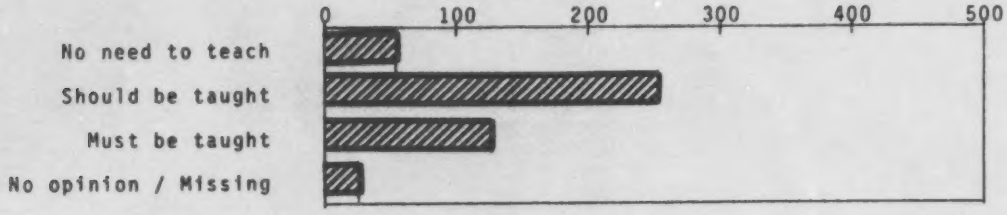
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	27	5.5	5.8
Should be taught	152	31.0	32.5
Must be taught	289	58.9	61.8
No opinion / Missing	23	4.7	Missing
Totals	491	100.0	100.0

MEAN	2.560	RANGE	2.000
MEDIAN	2.690	VALID CASES	468
MODE	3.000	MISSING CASES	23

69. Relate a described lifestyle to occupations that would make that lifestyle possible.

TOTAL CASES 491



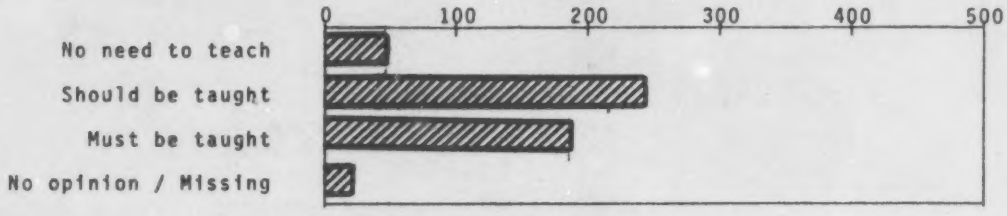
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	60	12.2	13.3
Should be taught	267	54.4	59.1
Must be taught	125	25.5	27.7
No opinion / Missing	39	7.9	Missing
Totals	491	100.0	100.0

MEAN	2.144	RANGE	2.000
MEDIAN	2.122	VALID CASES	452
MODE	2.000	MISSING CASES	39

70. Relate how much it costs to maintain a certain standard of living.

TOTAL CASES 491



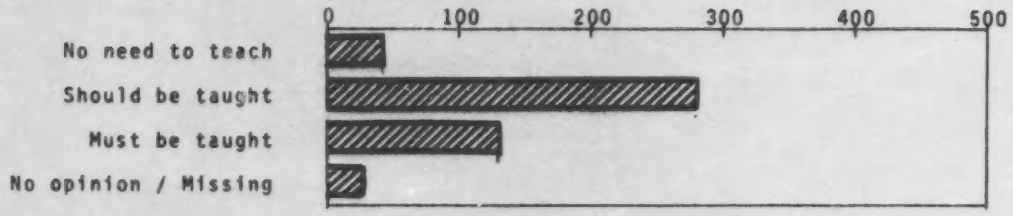
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	40	8.1	8.5
Should be taught	241	49.1	51.0
Must be taught	192	39.1	40.6
No opinion / Missing	18	3.7	Missing
Totals	491	100.0	100.0

MEAN	2.321	RANGE	2.000
MEDIAN	2.315	VALID CASES	473
MODE	2.000	MISSING CASES	18

71. Describe apprenticeship.

TOTAL CASES 491



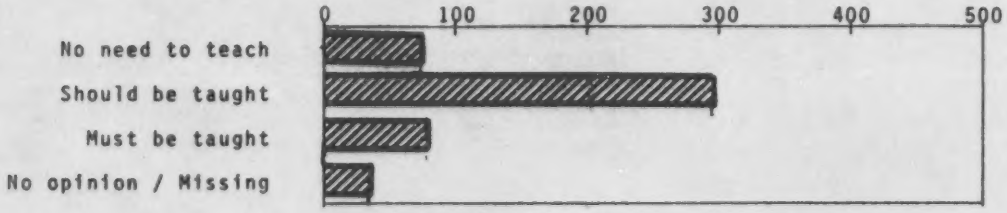
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	44	9.0	9.4
Should be taught	289	58.9	61.8
Must be taught	135	27.5	28.8
No opinion / Missing	23	4.7	Missing
Totals	491	100.0	100.0

MEAN	2.194	RANGE	2.000
MEDIAN	2.157	VALID CASES	468
MODE	2.000	MISSING CASES	23

72. Explain the purposes of professional organizations and unions.

TOTAL CASES 491



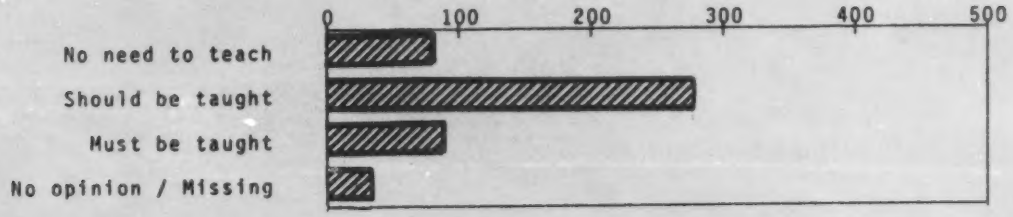
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	78	15.9	17.0
Should be taught	298	60.7	65.1
Must be taught	82	16.7	17.9
No opinion / Missing	33	6.7	Missing
Totals	491	100.0	100.0

MEAN	2.009	RANGE	2.000
MEDIAN	2.007	VALID CASES	458
MODE	2.000	MISSING CASES	33

73. Identify the advantages and disadvantages of membership in unions and professional organizations.

TOTAL CASES 491



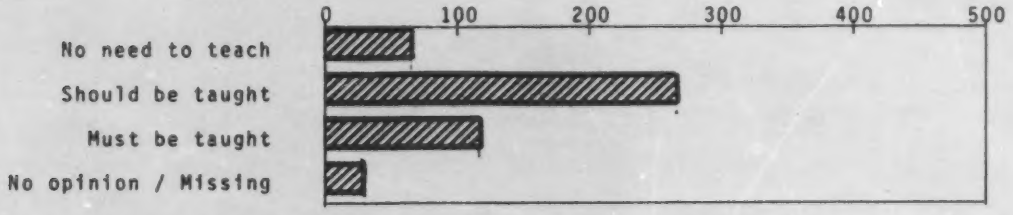
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	85	17.3	18.6
Should be taught	281	57.2	61.6
Must be taught	90	18.3	19.7
No opinion / Missing	35	7.1	Missing
Totals	491	100.0	100.0

MEAN	2.011	RANGE	2.000
MEDIAN	2.009	VALID CASES	456
MODE	2.000	MISSING CASES	35

74. Identify the characteristics of a free enterprise economy.

TOTAL CASES 491



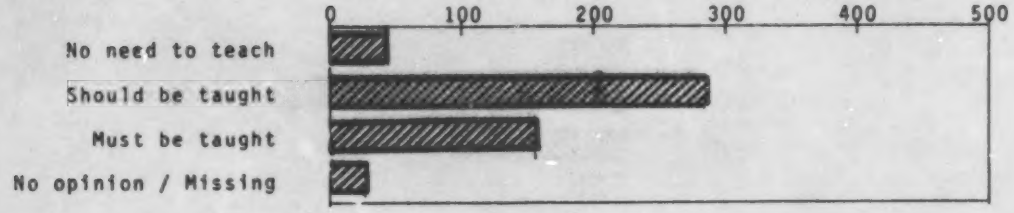
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	77	15.7	16.6
Should be taught	273	55.6	58.8
Must be taught	114	23.2	24.6
No opinion / Missing	27	5.5	Missing
Totals	491	100.0	100.0

MEAN	2.080	RANGE	2.000
MEDIAN	2.068	VALID CASES	464
MODE	2.000	MISSING CASES	27

75. Describe how work, occupations, goods and services are related to each other.

TOTAL CASES 491



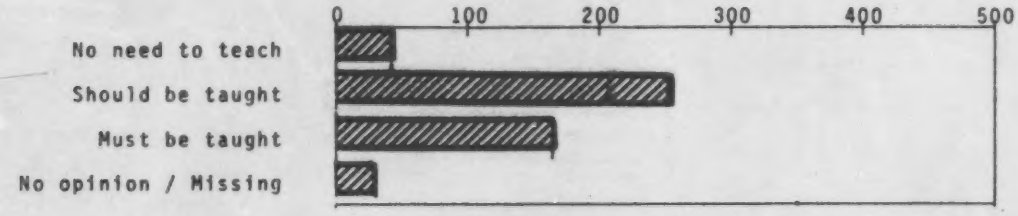
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	32	6.5	6.8
Should be taught	292	59.5	62.0
Must be taught	147	29.9	31.2
No opinion / Missing	20	4.1	Missing
Totals	491	100.0	100.0

MEAN	2.244	RANGE	2.000
MEDIAN	2.197	VALID CASES	471
MODE	2.000	MISSING CASES	20

76. Relate cost of living to inflation.

TOTAL CASES 491



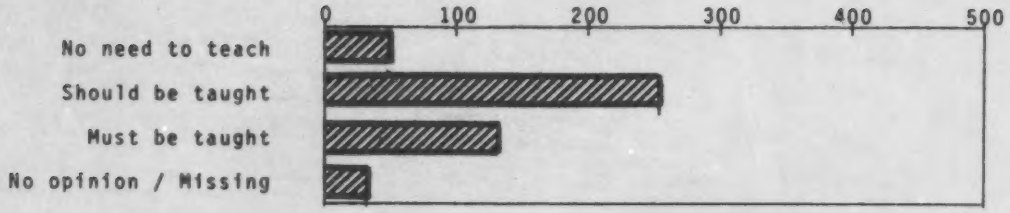
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	41	8.4	8.6
Should be taught	265	54.0	55.9
Must be taught	168	34.2	35.4
No opinion / Missing	17	3.5	Missing
Totals	491	100.0	100.0

MEAN	2.268	RANGE	2.000
MEDIAN	2.240	VALID CASES	474
MODE	2.000	MISSING CASES	17

77. Define inflation.

TOTAL CASES 491



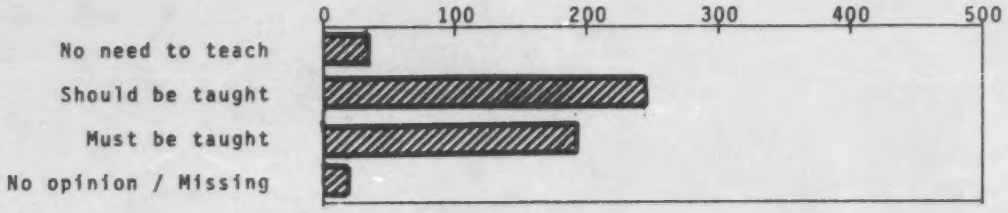
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	57	11.6	12.4
Should be taught	265	54.0	57.6
Must be taught	138	28.1	30.0
No opinion / Missing	31	6.3	Missing
Totals	491	100.0	100.0

MEAN	2.176	RANGE	2.000
MEDIAN	2.153	VALID CASES	460
MODE	2.000	MISSING CASES	31

78. Realize that changes in technology will affect their work and make it necessary to retrain.

TOTAL CASES 491



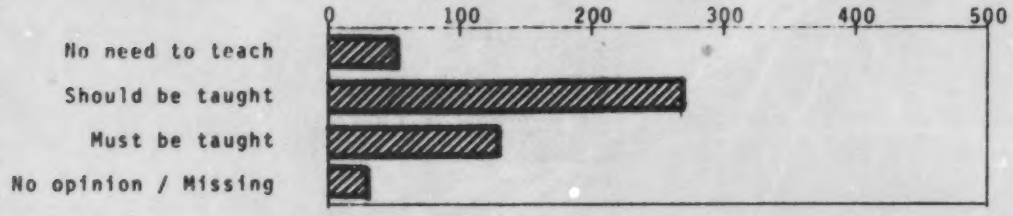
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	32	6.5	6.8
Should be taught	243	49.5	51.4
Must be taught	198	40.3	41.9
No opinion / Missing	18	3.7	Missing
Totals	491	100.0	100.0

MEAN	2.351	RANGE	2.000
MEDIAN	2.342	VALID CASES	473
MODE	2.000	MISSING CASES	18

79. Describe the difference between producing goods and producing services.

TOTAL CASES 491



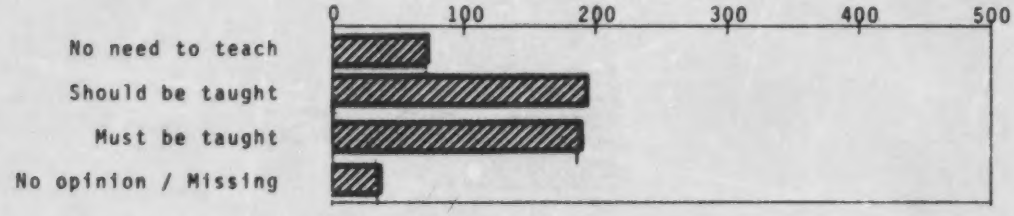
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	59	12.0	12.7
Should be taught	284	57.8	60.9
Must be taught	123	25.1	26.4
No opinion / Missing	25	5.1	Missing
Totals	491	100.0	100.0

MEAN	2.137	RANGE	2.000
MEDIAN	2.113	VALID CASES	466
MODE	2.000	MISSING CASES	25

80. Fill out an income tax W-4 form. (withholding statement)

TOTAL CASES 491



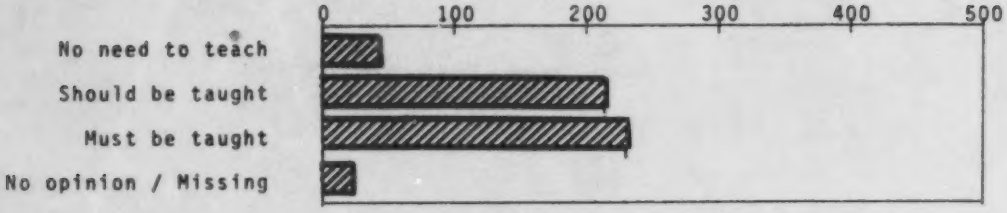
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	74	15.1	15.9
Should be taught	198	40.3	42.6
Must be taught	193	39.3	41.5
No opinion / Missing	26	5.3	Missing
Totals	491	100.0	100.0

MEAN	2.256	RANGE	2.000
MEDIAN	2.301	VALID CASES	465
MODE	2.000	MISSING CASES	26

81. Complete a request form for a social security card.

TOTAL CASES 491



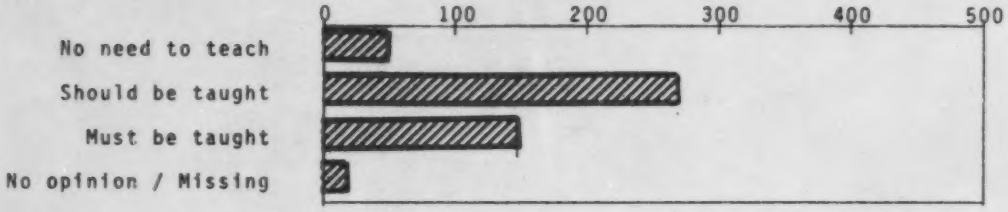
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	38	7.7	8.0
Should be taught	212	43.2	44.4
Must be taught	227	46.2	47.6
No opinion / Missing	14	2.9	Missing
Totals	491	100.0	100.0

MEAN	2.396	RANGE	2.000
MEDIAN	2.446	VALID CASES	477
MODE	3.000	MISSING CASES	14

82. Explain benefits received from social security.

TOTAL CASES 491



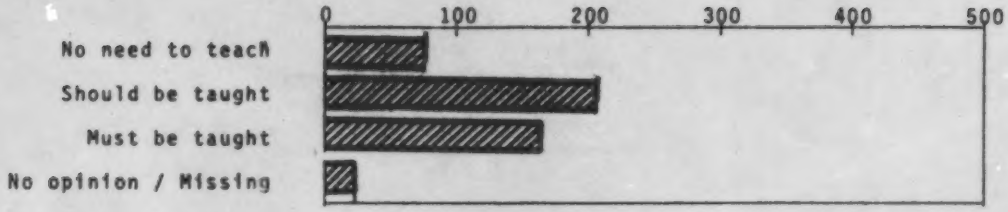
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	52	10.6	10.9
Should be taught	275	56.0	57.9
Must be taught	148	30.1	31.2
No opinion / Missing	16	3.3	Missing
Totals	491	100.0	100.0

MEAN	2.202	RANGE	2.000
MEDIAN	2.175	VALID CASES	475
MODE	2.000	MISSING CASES	16

83. Apply for an income tax refund.

TOTAL CASES 491



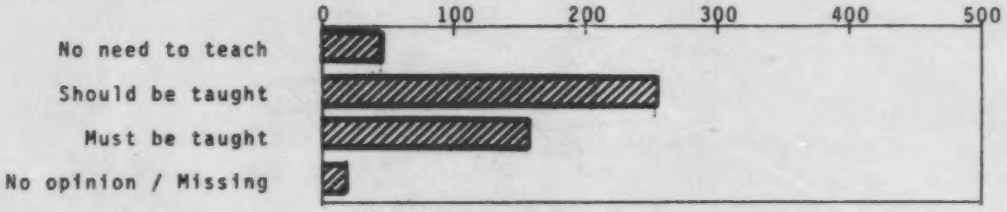
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	86	17.5	18.3
Should be taught	206	42.0	43.8
Must be taught	178	36.3	37.9
No opinion / Missing	21	4.3	Missing
Totals	491	100.0	100.0

MEAN	2.196	RANGE	2.000
MEDIAN	2.223	VALID CASES	470
MODE	2.000	MISSING CASES	21

84. Describe child labor laws which regulate their ability to work.

TOTAL CASES 491



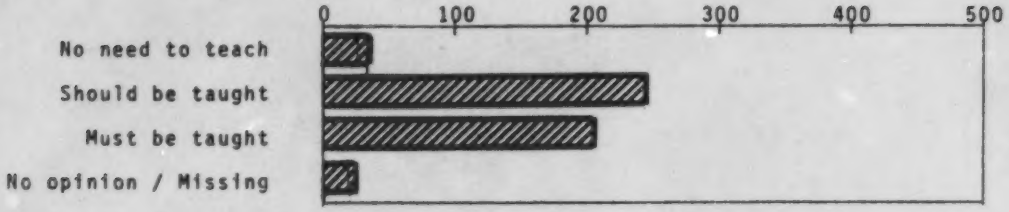
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	50	10.2	10.5
Should be taught	264	53.8	55.3
Must be taught	163	33.2	34.2
No opinion / Missing	14	2.9	Missing
Totals	491	100.0	100.0

MEAN	2.237	RANGE	2.000
MEDIAN	2.214	VALID CASES	477
MODE	2.000	MISSING CASES	14

85. Identify jobs legally available to them presently.

TOTAL CASES 491



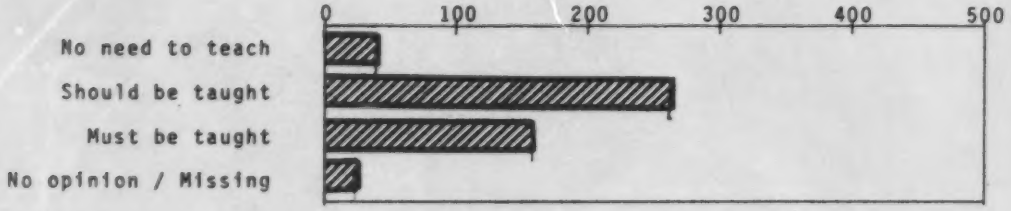
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	25	5.1	5.3
Should be taught	248	50.5	52.1
Must be taught	203	41.3	42.6
No opinion / Missing	15	3.1	Missing
Totals	491	100.0	100.0

MEAN	2.374	RANGE	2.000
MEDIAN	2.359	VALID CASES	476
MODE	2.000	MISSING CASES	15

86. Describe the purpose and application of equal employment opportunity.

TOTAL CASES 491



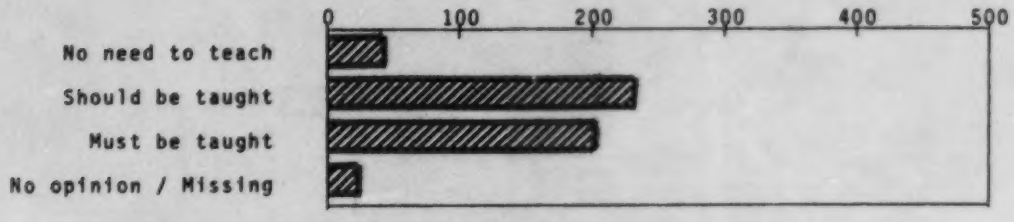
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	37	7.5	7.8
Should be taught	269	54.8	57.0
Must be taught	166	33.8	35.2
No opinion / Missing	19	3.9	Missing
Totals	491	100.0	100.0

MEAN	2.273	RANGE	2.000
MEDIAN	2.240	VALID CASES	472
MODE	2.000	MISSING CASES	19

87. Demonstrate a realistic knowledge of the value of money and what it brings.

TOTAL CASES 491



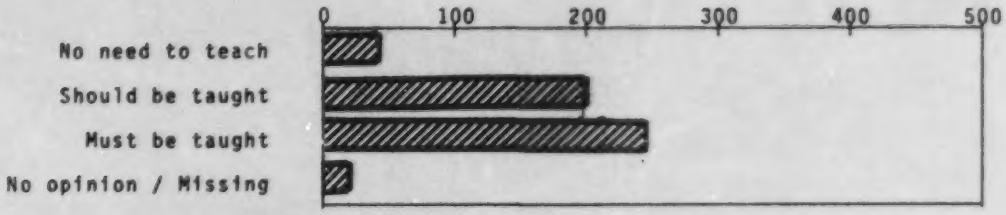
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	39	7.9	8.2
Should be taught	235	47.9	49.5
Must be taught	201	40.9	42.3
No opinion / Missing	16	3.3	Missing
Totals	491	100.0	100.0

MEAN	2.341	RANGE	2.000
MEDIAN	2.345	VALID CASES	475
MODE	2.000	MISSING CASES	16

88. Demonstrate the ability to plan a budget.

TOTAL CASES 491



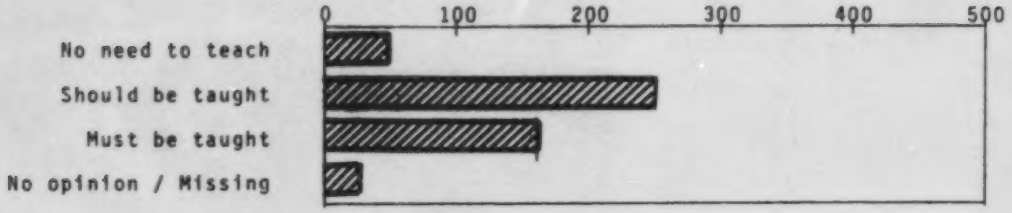
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	39	7.9	8.1
Should be taught	198	40.3	41.1
Must be taught	245	49.9	50.8
No opinion / Missing	9	1.8	Missing
Totals	491	100.0	100.0

MEAN	2.427	RANGE	2.000
MEDIAN	2.516	VALID CASES	482
MODE	3.000	MISSING CASES	9

89. Demonstrate skills necessary for maintaining a savings account.

TOTAL CASES 491



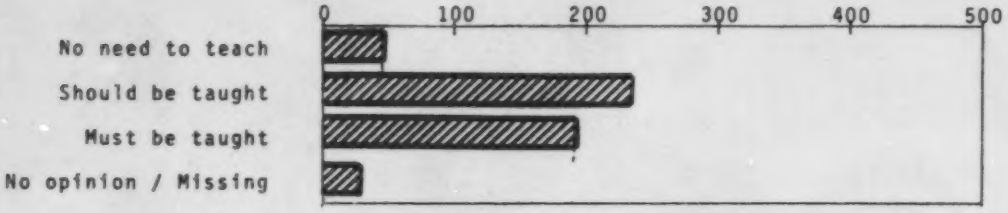
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	57	11.6	12.1
Should be taught	249	50.7	52.8
Must be taught	166	33.8	35.2
No opinion / Missing	19	3.9	Missing
Totals	491	100.0	100.0

MEAN	2.231	RANGE	2.000
MEDIAN	2.219	VALID CASES	472
MODE	2.000	MISSING CASES	19

90. Demonstrate skills necessary for maintaining a checking account.

TOTAL CASES 491



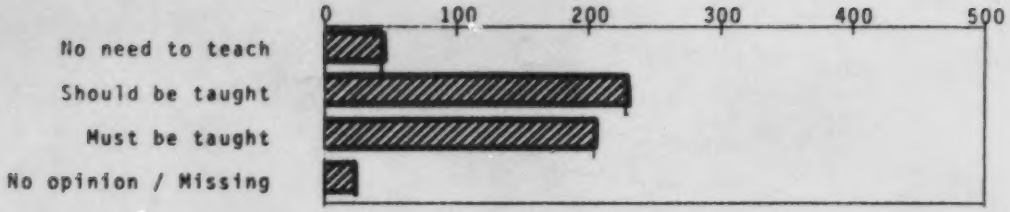
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	49	10.0	10.3
Should be taught	232	47.3	48.7
Must be taught	195	39.7	41.0
No opinion / Missing	15	3.1	Missing
Totals	491	100.0	100.0

MEAN	2.307	RANGE	2.000
MEDIAN	2.315	VALID CASES	476
MODE	2.000	MISSING CASES	15

91. Describe how credit works.

TOTAL CASES 491



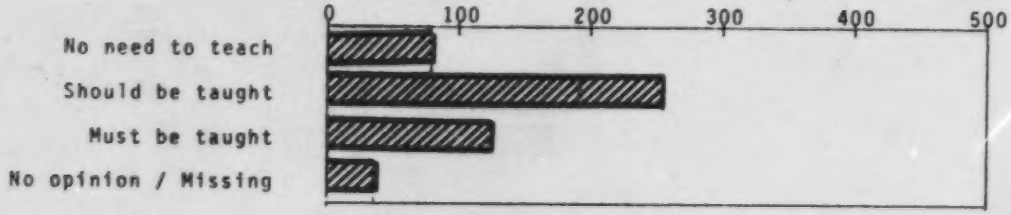
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	39	7.9	8.3
Should be taught	230	46.8	48.7
Must be taught	203	41.3	43.0
No opinion / Missing	19	3.9	Missing
Totals	491	100.0	100.0

MEAN	2.347	RANGE	2.000
MEDIAN	2.357	VALID CASES	472
MODE	2.000	MISSING CASES	19

92. Identify different types of financial interest.

TOTAL CASES 491



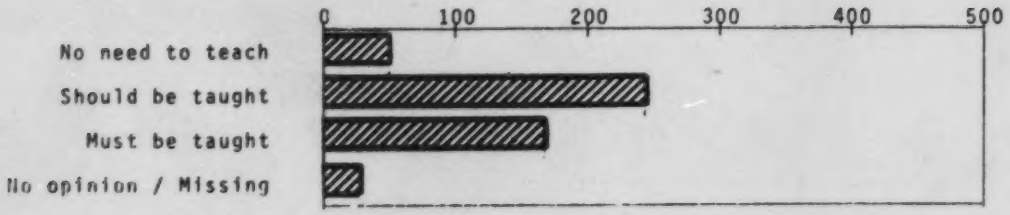
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	87	17.7	18.8
Should be taught	253	51.5	54.8
Must be taught	122	24.8	26.4
No opinion / Missing	29	5.9	Missing
Totals	491	100.0	100.0

MEAN	2.076	RANGE	2.000
MEDIAN	2.069	VALID CASES	462
MODE	2.000	MISSING CASES	29

93. Write a letter using a standard business letter form.

TOTAL CASES 491



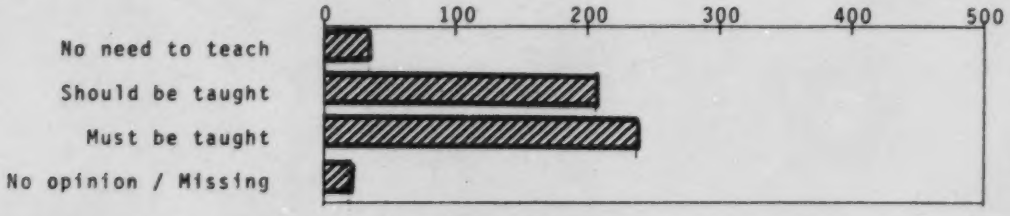
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	48	9.8	10.2
Should be taught	245	49.9	52.1
Must be taught	177	36.0	37.7
No opinion / Missing	21	4.3	Missing
Totals	491	100.0	100.0

MEAN	2.274	RANGE	2.000
MEDIAN	2.263	VALID CASES	470
MODE	2.000	MISSING CASES	21

94. Write a letter requesting a job application.

TOTAL CASES 491



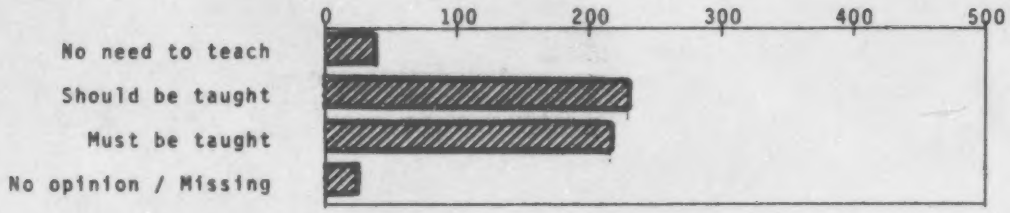
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	28	5.7	2.9
Should be taught	205	41.8	43.0
Must be taught	244	49.7	51.2
No opinion / Missing	14	2.9	Missing
Totals	491	100.0	100.0

MEAN	2.453	RANGE	2.000
MEDIAN	2.523	VALID CASES	477
MODE	3.000	MISSING CASES	14

95. Understand and use the classified ad section.

TOTAL CASES 491



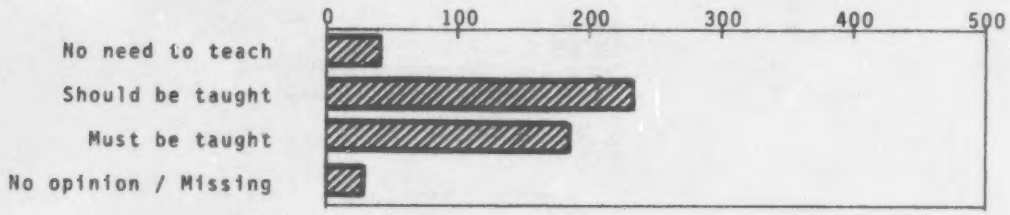
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	39	7.9	8.2
Should be taught	224	45.6	47.0
Must be taught	214	43.6	44.9
No opinion / Missing	14	2.9	Missing
Totals	491	100.0	100.0

MEAN	2.367	RANGE	2.000
MEDIAN	2.391	VALID CASES	477
MODE	2.000	MISSING CASES	14

96. Read classified ad abbreviations.

TOTAL CASES 491



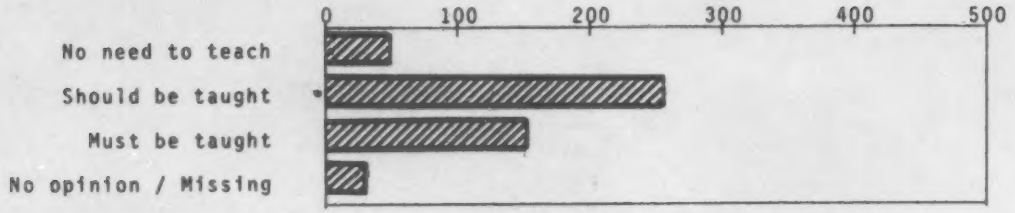
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	47	9.6	10.1
Should be taught	225	45.8	48.5
Must be taught	192	39.1	41.4
No opinion / Missing	27	5.5	Missing
Totals	491	100.0	100.0

MEAN	2.313	RANGE	2.000
MEDIAN	2.322	VALID CASES	464
MODE	2.000	MISSING CASES	27

97. Use resources provided by the Texas Employment Commission.

TOTAL CASES 491



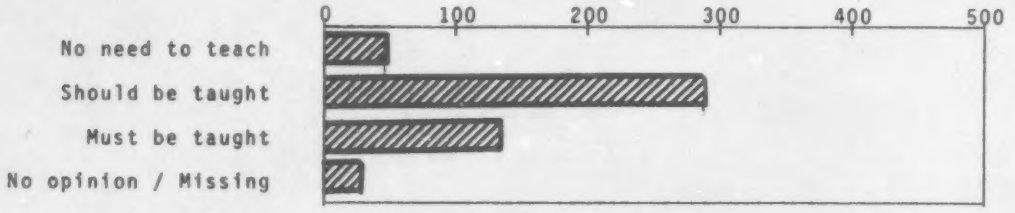
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	42	8.6	9.0
Should be taught	269	54.8	57.7
Must be taught	155	31.6	33.3
No opinion / Missing	25	5.1	Missing
Totals	491	100.0	100.0

MEAN	2.242	RANGE	2.000
MEDIAN	2.210	VALID CASES	466
MODE	2.000	MISSING CASES	25

98. Describe the differences and similarities between private and public employment agencies.

TOTAL CASES 491



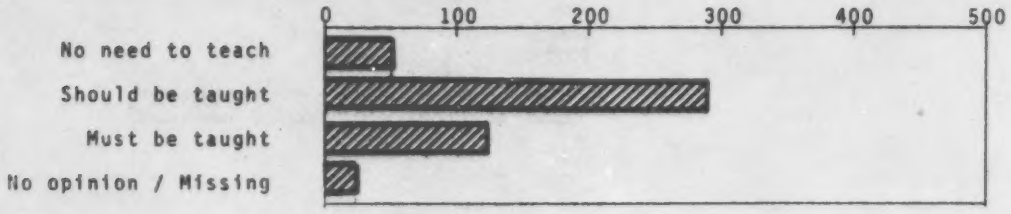
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	46	9.4	9.8
Should be taught	294	59.9	62.4
Must be taught	131	26.7	27.8
No opinion / Missing	20	4.1	Missing
Totals	491	100.0	100.0

MEAN	2.180	RANGE	2.000
MEDIAN	2.145	VALID CASES	471
MODE	2.000	MISSING CASES	20

99. Explain how private employment agencies find occupations for individuals.

TOTAL CASES 491



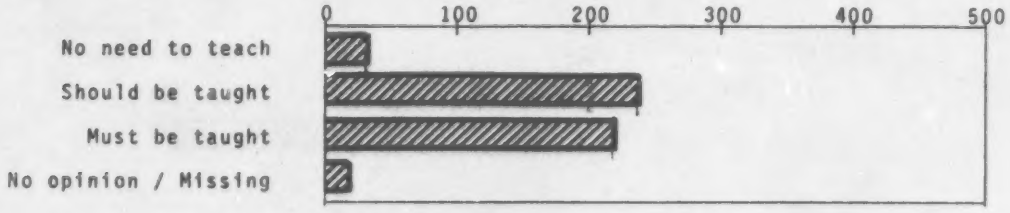
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	57	11.6	12.1
Should be taught	293	59.7	62.2
Must be taught	121	24.6	25.7
No opinion / Missing	20	4.1	Missing
Totals	491	100.0	100.0

MEAN	2.136	RANGE	2.000
MEDIAN	2.109	VALID CASES	471
MODE	2.000	MISSING CASES	20

100. Identify people to contact when looking for employment.

TOTAL CASES 491



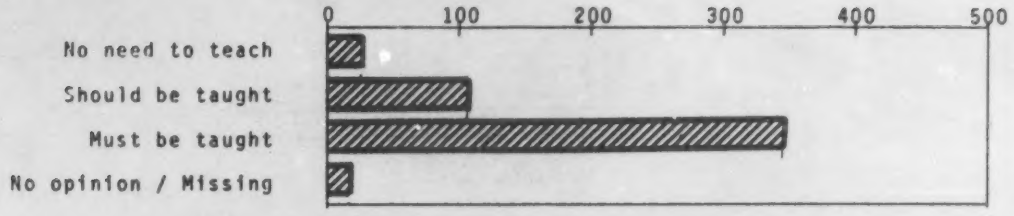
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	23	4.7	4.8
Should be taught	237	48.3	49.6
Must be taught	218	44.4	45.6
No opinion / Missing	13	2.6	Missing
Totals	491	100.0	100.0

MEAN	2.408	RANGE	2.000
MEDIAN	2.411	VALID CASES	478
MODE	2.000	MISSING CASES	13

101. Correctly fill out job application forms.

TOTAL CASES 491



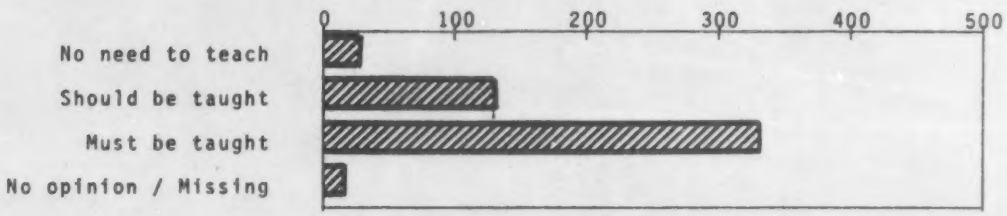
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	15	3.1	3.1
Should be taught	109	22.2	22.5
Must be taught	360	73.3	74.4
No opinion / Missing	7	1.4	Missing
Totals	491	100.0	100.0

MEAN	2.713	RANGE	2.000
MEDIAN	2.828	VALID CASES	484
MODE	3.000	MISSING CASES	7

102. Participate in a job interview.

TOTAL CASES 491



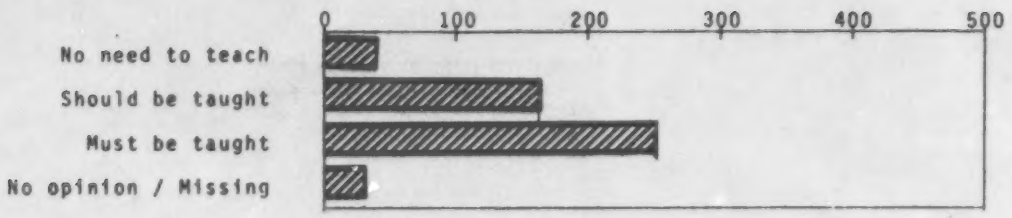
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	18	3.7	3.7
Should be taught	130	26.5	27.0
Must be taught	334	68.0	69.3
No opinion / Missing	9	1.8	Missing
Totals	491	100.0	100.0

MEAN	2.656	RANGE	2.000
MEDIAN	2.778	VALID CASES	482
MODE	3.000	MISSING CASES	9

103. Compose a personal resume.

TOTAL CASES 491



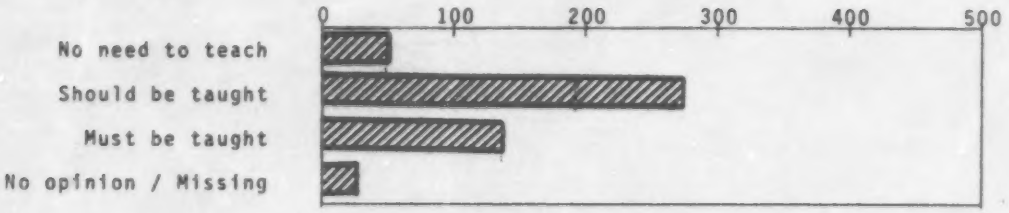
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	30	6.1	6.4
Should be taught	167	34.0	35.8
Must be taught	269	54.8	57.7
No opinion / Missing	25	5.1	Missing
Totals	491	100.0	100.0

MEAN	2.513	RANGE	2.000
MEDIAN	2.634	VALID CASES	466
MODE	3.000	MISSING CASES	25

104. Describe different types of pay.

TOTAL CASES 491



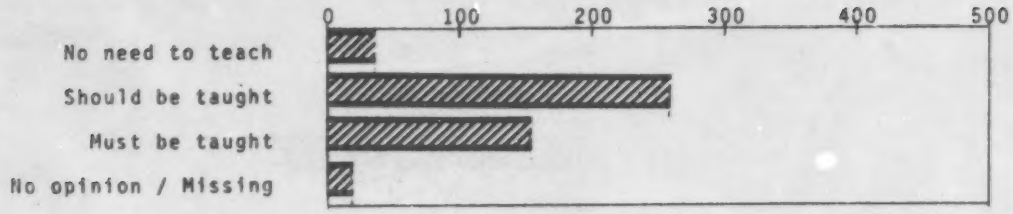
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	50	10.2	10.6
Should be taught	287	58.5	61.1
Must be taught	133	27.1	28.3
No opinion / Missing	21	4.3	Missing
Totals	491	100.0	100.0

MEAN	2.177	RANGE	2.000
MEDIAN	2.145	VALID CASES	470
MODE	2.000	MISSING CASES	21

105. Describe on-the-job worker benefits.

TOTAL CASES 491



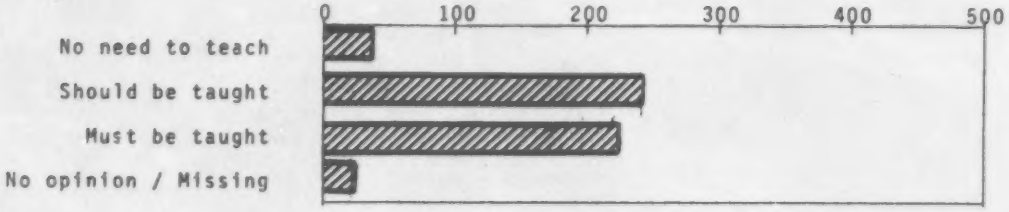
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	38	7.7	7.9
Should be taught	279	56.8	58.1
Must be taught	163	33.2	34.0
No opinion / Missing	11	2.2	Missing
Totals	491	100.0	100.0

MEAN	2.260	RANGE	2.000
MEDIAN	2.224	VALID CASES	480
MODE	2.000	MISSING CASES	11

106. Differentiate between gross and net pay.

TOTAL CASES 491

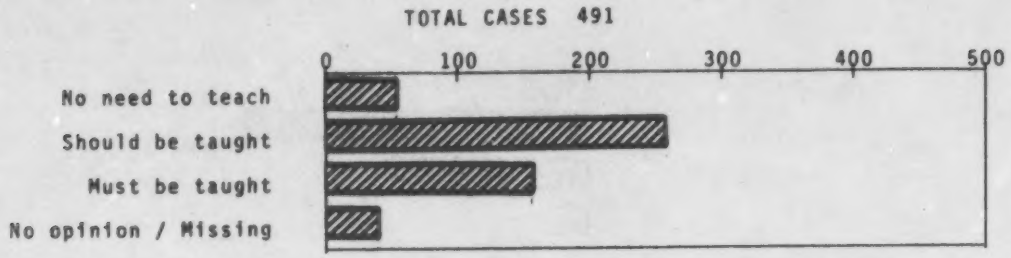


FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	27	5.5	5.6
Should be taught	237	48.3	49.6
Must be taught	214	43.6	44.8
No opinion / Missing	13	2.6	Missing
Totals	491	100.0	100.0

MEAN	2.391	RANGE	2.000
MEDIAN	2.395	VALID CASES	478
MODE	2.000	MISSING CASES	13

107. Differentiate between voluntary and involuntary deductions.

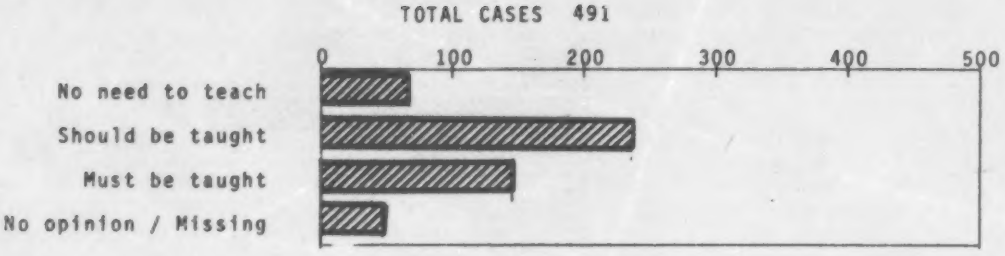


FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	52	10.6	11.4
Should be taught	254	51.7	55.5
Must be taught	152	31.0	33.2
No opinion / Missing	33	6.7	Missing
Totals	491	100.0	100.0

MEAN	2.218	RANGE	2.000
MEDIAN	2.197	VALID CASES	458
MODE	2.000	MISSING CASES	33

108. Compute payroll deductions.



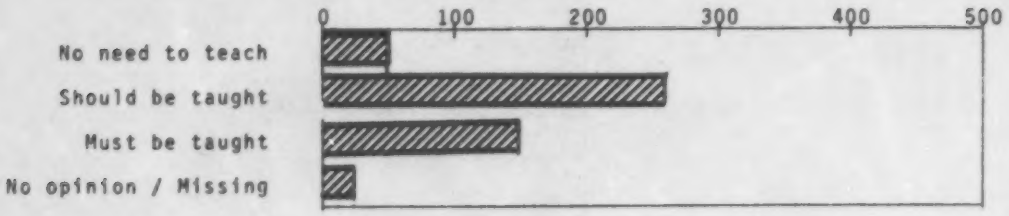
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	75	15.3	16.4
Should be taught	232	47.3	50.9
Must be taught	149	30.3	32.7
No opinion / Missing	35	7.1	Missing
Totals	491	100.0	100.0

MEAN	2.162	RANGE	2.000
MEDIAN	2.159	VALID CASES	456
MODE	2.000	MISSING CASES	35

109. Understand the necessity of time clocks and how they are used.

TOTAL CASES 491



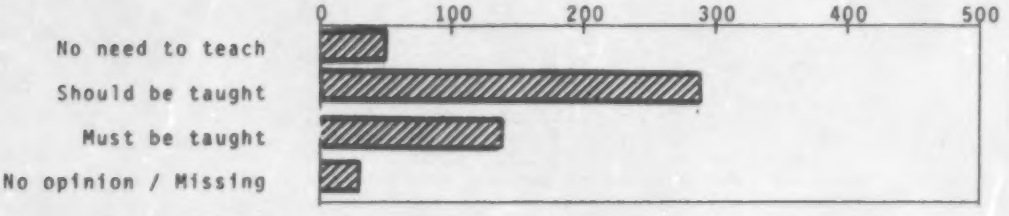
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	56	11.4	12.1
Should be taught	258	52.5	55.6
Must be taught	150	30.5	32.3
No opinion / Missing	27	5.5	Missing
Totals	491	100.0	100.0

MEAN	2.203	RANGE	2.000
MEDIAN	2.182	VALID CASES	464
MODE	2.000	MISSING CASES	27

110. Explain the reasons for grouping occupations into clusters.

TOTAL CASES 491



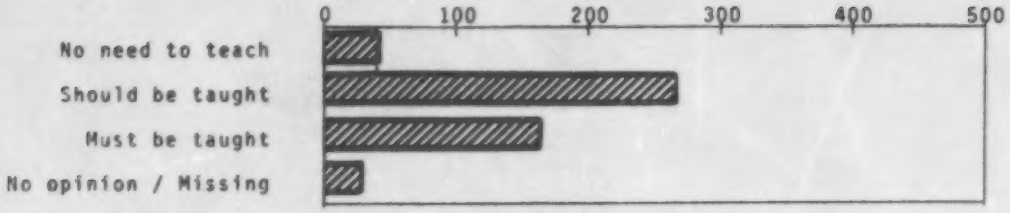
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	49	10.0	10.5
Should be taught	290	59.1	62.0
Must be taught	129	26.3	27.6
No opinion / Missing	23	4.7	Missing
Totals	491	100.0	100.0

MEAN	2.171	RANGE	2.000
MEDIAN	2.138	VALID CASES	468
MODE	2.000	MISSING CASES	23

111. Demonstrate a general knowledge of each cluster.

TOTAL CASES 491



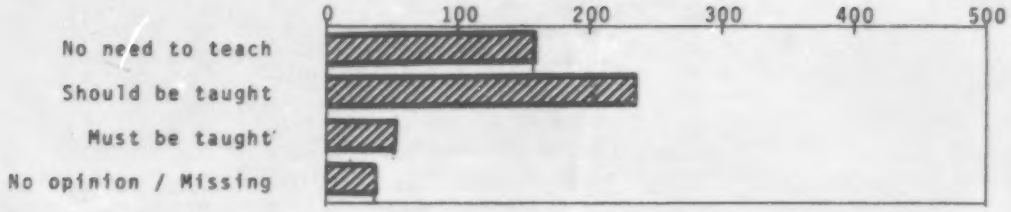
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	33	6.7	6.9
Should be taught	275	56.0	57.9
Must be taught	167	34.0	35.2
No opinion / Missing	16	3.3	Missing
Totals	491	100.0	100.0

MEAN	2.282	RANGE	2.000
MEDIAN	2.244	VALID CASES	475
MODE	2.000	MISSING CASES	16

112. Recite and spell cluster titles.

TOTAL CASES 491

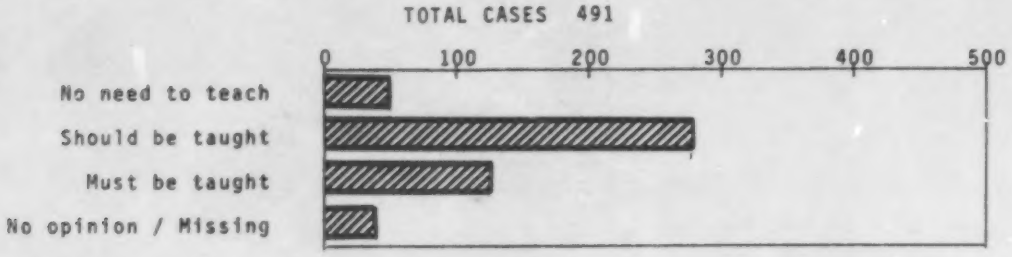


FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	157	32.0	35.0
Should be taught	229	46.6	51.1
Must be taught	62	12.6	13.8
No opinion / Missing	43	8.8	Missing
Totals	491	100.0	100.0

MEAN	1.788	RANGE	2.000
MEDIAN	1.793	VALID CASES	448
MODE	2.000	MISSING CASES	43

113. Explain the cluster classification of cluster, family, occupation, job, and work.

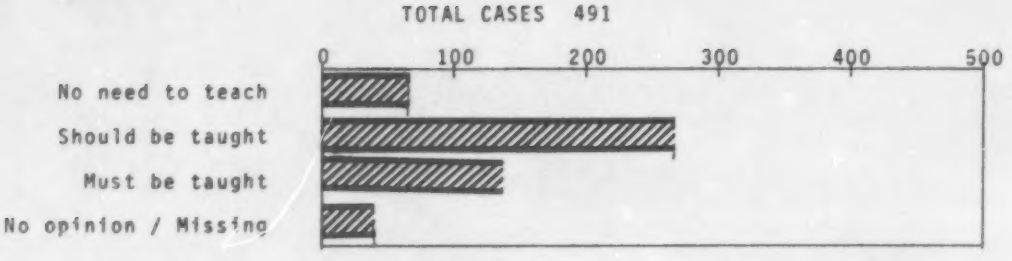


FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	49	10.0	10.7
Should be taught	287	58.5	62.7
Must be taught	122	24.8	26.6
No opinion / Missing	33	6.7	Missing
Totals	491	100.0	100.0

MEAN	2.159	RANGE	2.000
MEDIAN	2.127	VALID CASES	458
MODE	2.000	MISSING CASES	33

114. Define each cluster.



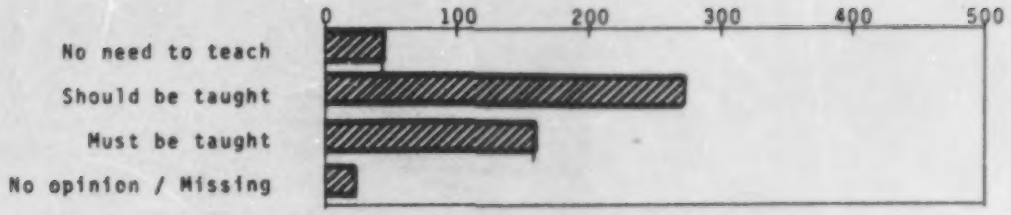
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	60	12.2	13.1
Should be taught	267	54.4	58.3
Must be taught	131	26.7	28.6
No opinion / Missing	33	6.7	Missing
Totals	491	100.0	100.0

MEAN	2.155	RANGE	2.000
MEDIAN	2.133	VALID CASES	458
MODE	2.000	MISSING CASES	33

115. List several occupations for each cluster.

TOTAL CASES 491



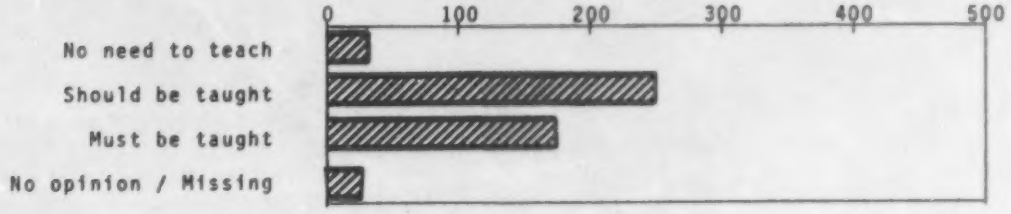
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	41	8.4	8.6
Should be taught	283	57.6	59.6
Must be taught	151	30.8	31.8
No opinion / Missing	16	3.3	Missing
Totals	491	100.0	100.0

MEAN	2.232	RANGE	2.000
MEDIAN	2.194	VALID CASES	475
MODE	2.000	MISSING CASES	16

116. Make tentative career decisions by listing those clusters which would fit the career life style the student desires.

TOTAL CASES 491



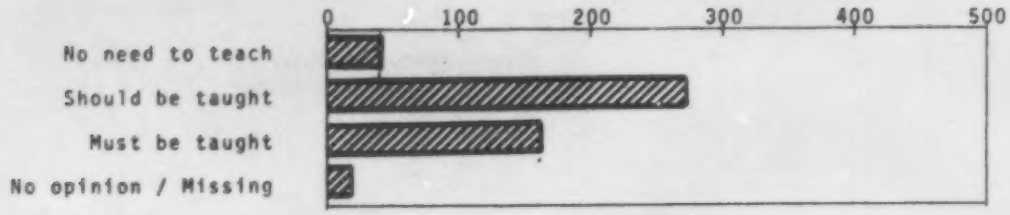
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	27	5.5	5.8
Should be taught	253	51.5	54.1
Must be taught	188	38.3	40.2
No opinion / Missing	23	4.7	Missing
Totals	491	100.0	100.0

MEAN	2.344	RANGE	2.000
MEDIAN	2.318	VALID CASES	468
MODE	2.000	MISSING CASES	23

117. Describe how geographical location affects the occupations they choose to investigate.

TOTAL CASES 491



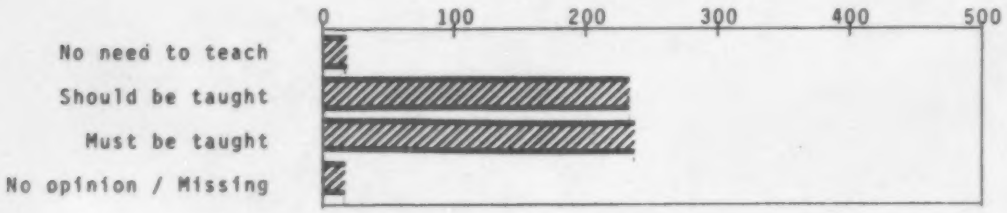
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	36	7.3	7.5
Should be taught	275	56.0	57.5
Must be taught	167	34.0	34.9
No opinion / Missing	13	2.6	Missing
Totals	491	100.0	100.0

MEAN	2.274	RANGE	2.000
MEDIAN	2.238	VALID CASES	478
MODE	2.000	MISSING CASES	13

118. Describe the work involved in the occupations they choose to investigate.

TOTAL CASES 491



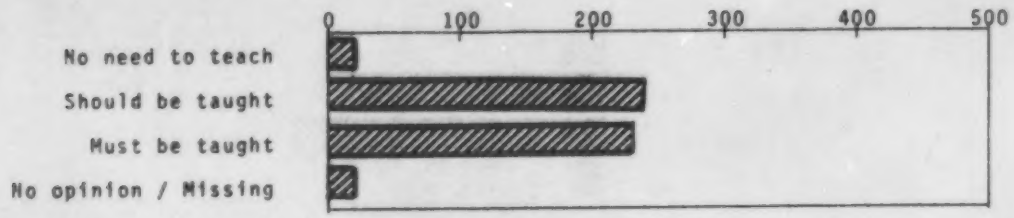
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	12	2.4	2.5
Should be taught	232	47.3	48.5
Must be taught	234	47.7	79.0
No opinion / Missing	13	2.6	Missing
Totals	491	100.0	100.0

MEAN	2.464	RANGE	2.000
MEDIAN	2.478	VALID CASES	478
MODE	3.000	MISSING CASES	13

119. Describe the working conditions involved for the occupations they choose to investigate.

TOTAL CASES 491



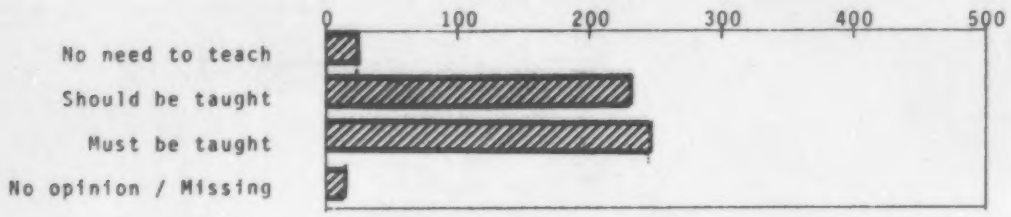
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	12	2.4	2.5
Should be taught	238	48.5	49.4
Must be taught	232	47.3	48.1
No opinion / Missing	9	1.8	Missing
Totals	491	100.0	100.0

MEAN	2.456	RANGE	2.000
MEDIAN	2.462	VALID CASES	482
MODE	2.000	MISSING CASES	9

120. Determine the abilities and personality required for the occupations they choose to investigate.

TOTAL CASES 491



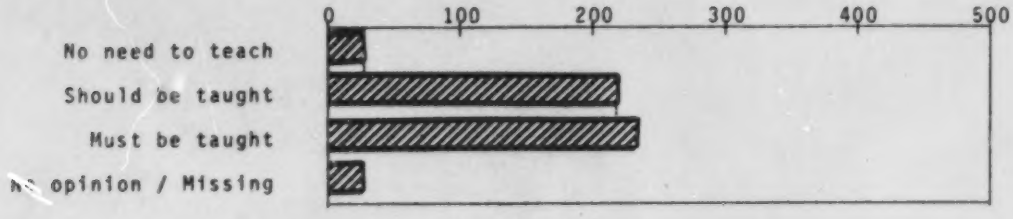
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	15	3.1	3.1
Should be taught	221	45.0	45.7
Must be taught	248	50.5	51.2
No opinion / Missing	7	1.4	Missing
Totals	491	100.0	100.0

MEAN	2.481	RANGE	2.000
MEDIAN	2.524	VALID CASES	484
MODE	3.000	MISSING CASES	7

121. Compare their personal characteristics to those required by occupations they choose to investigate.

TOTAL CASES 491



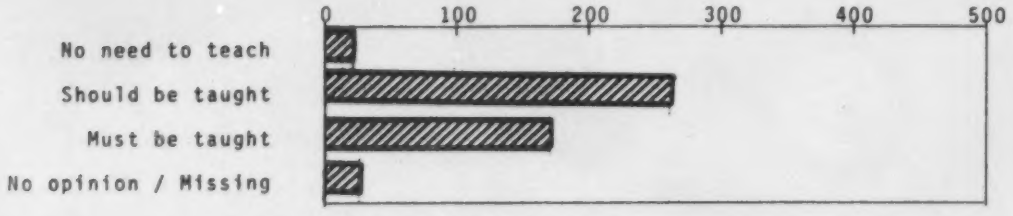
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	25	5.1	5.3
Should be taught	215	43.8	45.9
Must be taught	228	46.4	48.7
No opinion / Missing	23	4.7	Missing
Totals	491	100.0	100.0

MEAN	2.434	RANGE	2.000
MEDIAN	2.472	VALID CASES	468
MODE	3.000	MISSING CASES	23

122. Identify the earnings received in the occupations they choose to investigate.

TOTAL CASES 491



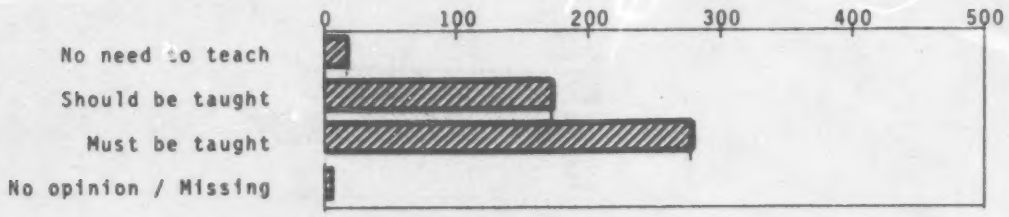
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	20	4.1	4.3
Should be taught	262	53.4	55.9
Must be taught	187	38.1	39.9
No opinion / Missing	22	4.5	Missing
Totals	491	100.0	100.0

MEAN	2.356	RANGE	2.000
MEDIAN	2.319	VALID CASES	469
MODE	2.000	MISSING CASES	22

123. Identify the education/training required by occupations they choose to investigate.

TOTAL CASES 491



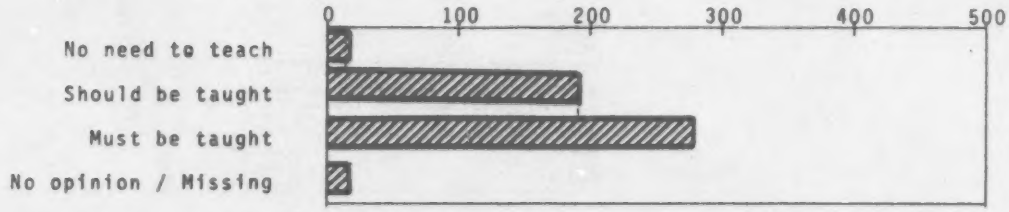
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	12	2.4	2.5
Should be taught	184	37.5	37.9
Must be taught	289	58.9	59.6
No opinion / Missing	6	1.2	Missing
Totals	491	100.0	100.0

MEAN	2.571	RANGE	2.000
MEDIAN	2.661	VALID CASES	485
MODE	3.000	MISSING CASES	6

124. Identify the experience needed for the occupations they choose to investigate.

TOTAL CASES 491



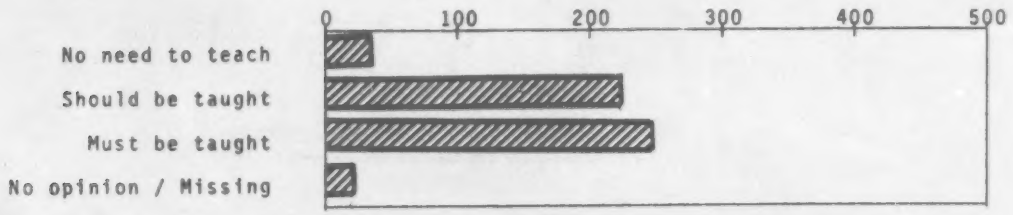
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	13	2.6	2.7
Should be taught	190	38.7	39.5
Must be taught	278	56.6	57.8
No opinion / Missing	10	2.0	Missing
Totals	491	100.0	100.0

MEAN	2.551	RANGE	2.000
MEDIAN	2.635	VALID CASES	481
MODE	3.000	MISSING CASES	10

125. Identify the supply and demand for the occupations they choose to investigate.

TOTAL CASES 491



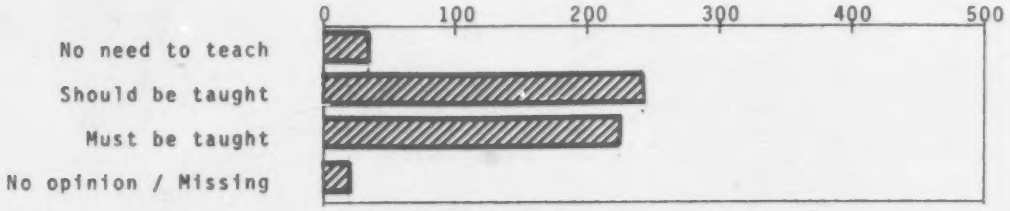
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	23	4.7	4.8
Should be taught	216	44.0	45.0
Must be taught	241	49.1	50.2
No opinion / Missing	11	2.2	Missing
Totals	491	100.0	100.0

MEAN	2.454	RANGE	2.000
MEDIAN	2.504	VALID CASES	480
MODE	3.000	MISSING CASES	11

126. Identify the opportunities for advancement in the occupations they choose to investigate.

TOTAL CASES 491



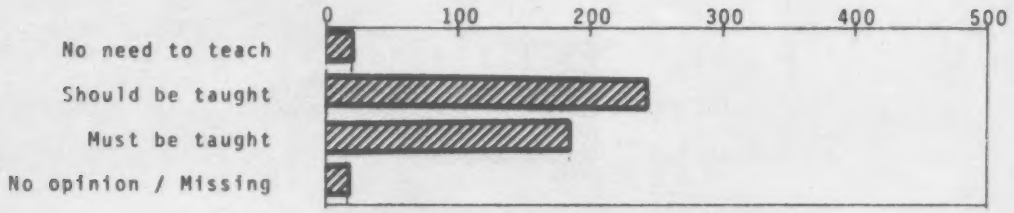
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	21	4.3	4.4
Should be taught	243	49.5	50.8
Must be taught	214	43.6	44.8
No opinion / Missing	13	2.6	Missing
Totals	491	100.0	100.0

MEAN	2.404	RANGE	2.000
MEDIAN	2.397	VALID CASES	478
MODE	2.000	MISSING CASES	13

127. Identify alternate occupations which require the same skills as the occupations they choose to investigate.

TOTAL CASES 491



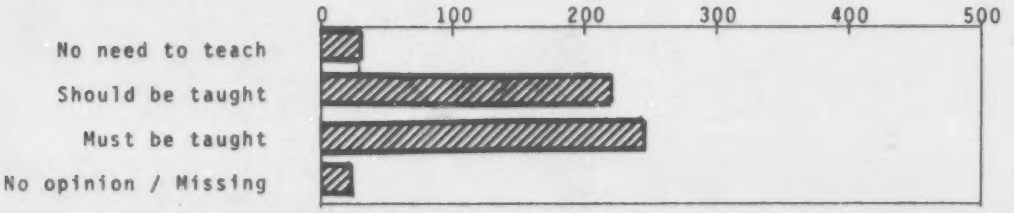
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	19	3.9	4.0
Should be taught	263	53.6	55.4
Must be taught	193	39.3	40.6
No opinion / Missing	16	3.3	Missing
Totals	491	100.0	100.0

MEAN	2.366	RANGE	2.000
MEDIAN	2.331	VALID CASES	475
MODE	2.000	MISSING CASES	16

128. Describe the advantages and disadvantages of the occupations they choose to investigate.

TOTAL CASES 491



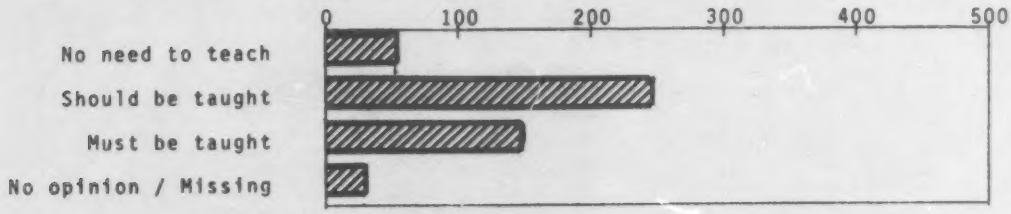
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	22	4.5	4.6
Should be taught	219	44.6	45.6
Must be taught	239	48.7	49.8
No opinion / Missing	11	2.2	Missing
Totals	491	100.0	100.0

MEAN	2.452	RANGE	2.000
MEDIAN	2.495	VALID CASES	480
MODE	3.000	MISSING CASES	11

129. Use The Dictionary of Occupational Titles to locate occupational information.

TOTAL CASES 491



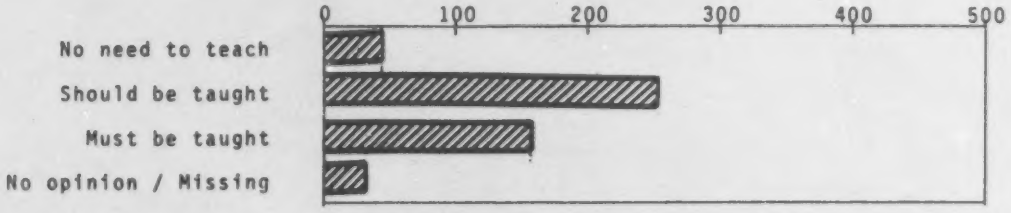
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	59	12.0	12.9
Should be taught	252	51.3	54.9
Must be taught	148	30.1	32.2
No opinion / Missing	32	6.5	Missing
Totals	491	100.0	100.0

MEAN	2.194	RANGE	2.000
MEDIAN	2.177	VALID CASES	459
MODE	2.000	MISSING CASES	32

130. Use The Occupational Outlook Handbook to locate occupational information.

TOTAL CASES 491



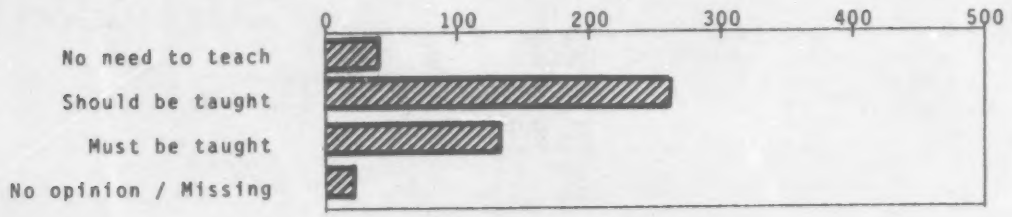
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	41	8.4	8.9
Should be taught	252	51.3	54.8
Must be taught	167	34.0	36.3
No opinion / Missing	31	6.3	Missing
Totals	491	100.0	100.0

MEAN	2.274	RANGE	2.000
MEDIAN	2.250	VALID CASES	460
MODE	2.000	MISSING CASES	31

131. Identify private and professional people and their roles in furnishing occupational information.

TOTAL CASES 491



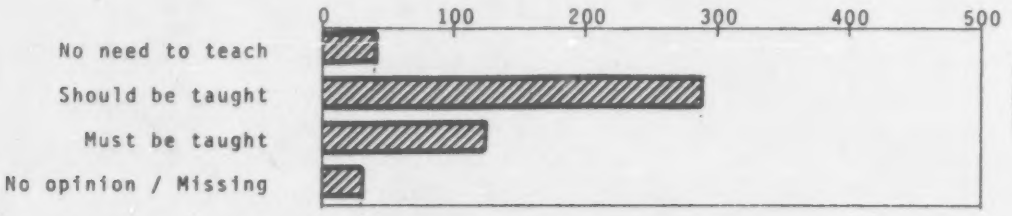
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	38	7.7	8.2
Should be taught	287	58.5	62.0
Must be taught	138	28.1	29.8
No opinion / Missing	28	5.7	Missing
Totals	491	100.0	100.0

MEAN	2.216	RANGE	2.000
MEDIAN	2.174	VALID CASES	463
MODE	2.000	MISSING CASES	28

132. Explain the types of occupational information furnished by identified government agencies.

TOTAL CASES 491



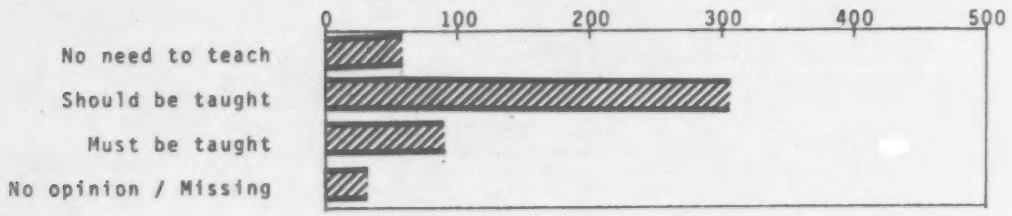
FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	46	9.4	10.1
Should be taught	293	59.7	64.4
Must be taught	116	23.6	25.5
No opinion / Missing	36	7.3	Missing
Totals	491	100.0	100.0

MEAN	2.154	RANGE	2.000
MEDIAN	2.119	VALID CASES	455
MODE	2.000	MISSING CASES	36

133. Explain the types of occupational information furnished by identified private agencies.

TOTAL CASES 491



FREQUENCIES

	ABSOLUTE	RELATIVE	ADJUSTED
No need to teach	60	12.2	13.0
Should be taught	309	62.9	66.9
Must be taught	93	18.9	20.1
No opinion / Missing	29	5.9	Missing
Totals	491	100.0	100.0

MEAN	2.071	RANGE	2.000
MEDIAN	2.053	VALID CASES	462
MODE	2.000	MISSING CASES	29

The following remarks are quoted from the comment section on the validation instruments. The comments were optional.

GENERAL COMMENTS

STUDENTS

It was a good course. I enjoyed it and learned a lot. I had already known what I was going to do, but it helped me learn more about that occupation. - High School Senior

In my opinion, the course should concentrate more on teaching the student certain skills which he must have to compete in the job and financial world, i.e. filling out income tax returns, writing checks and keeping up a checkbook, making loans and, in general all about the economic and financial systems. Students must know about inflation, what it means, and how it affects the economy. It is true that these subjects may be "over the heads" of certain students, but trying to decide on a job field at age 12-14 seems rather absurd also." - 10th grade student

Be able to find out everything about yourself. I feel it is of extreme importance to find yourself, in your personal life as well as in your occupational life. I know this information helped me a lot. - 10th grade student

I would like to talk more about clusters in there. And more about how to become what you would like to be. - 8th grade student

Try to make teaching funner. It would attract their attention to the work, and they would be more willing to work. (harder) For example field trips. - 8th grade student

I learned very much from O.O.I. If I hadn't taken that class, I would have missed out on a lot of information. I think that if we had a chance to have our own business, it would give us a lot of experience and understanding about the way to run a business. - 9th grade student

I think that this course should be taught in Junior High Schools. If this course is taught at this time, then when the student is in high school, he or she may choose subjects that go along with their career that he or she is interested in the most. - 8th grade student

A "career" course must be taught in seventh or eighth grade because sometimes things happen to families, and when you are 13 or 14 years old, you might have to start helping support your family. You will need to know what jobs you can get legally, how to hold the job, and how to get it. - 8th grade student

Some of the things in the O.I. course need to be explained thoroughly. Sometimes the assignments are given and they are not discussed enough. O.I. is a course in which you need to know just about everything you can about your occupational choice - 9th grade student

When you get people to come talk to your class you should get what the percentage (%) of the class wants" - 9th grade student

When they invite someone to talk to our class, invite someone that the majority agrees on. Because if you don't like the job, you won't listed. - 9th grade student

In O.I. they should have people come from jobs which the people in class are interested in otherwise no one listens to the speaker. I think they should teach all about applying for jobs. - 9th grade student

Should talk to people who work the occupation they are studying. Should have to make a family tree. I had a great time taking this test [validation instrument]. I didn't know how much I learned last year but after taking this test I know I learned a lot. Thank you for letting me take it. - 9th grade student

I think one of the main objectives for anyone in an O.I. class is to find out and realize that what ever career you decide to go into or investigate you should have pride in and realize what responsibilities it takes to have a job. I hope that I have in some way helped you in choosing the things which should be taught in an O.I. class - 9th grade student

This class is very good for all who are willing to work. It will help us find the best job for us in the future. Also it will give us more confidence in ourselves in finding jobs. - 9th grade student

Every individual must be told all required courses she or he can take for his or her interests in their occupation. I think it is a very good course to take because it has many interesting subjects, clusters, jobs, etc. Also because it will start you on your occupational interests. - 9th grade student

All those who would want to take this class should because it is a very good class. It helps you to plan for the future. - 9th grade student

I like this subject because it can help you become a good worker and it can get you a good job and how to get it. It can show you how to make correct applications. - 9th grade student

They should be able to identify different occupations for their own sake of staying alive. Responsibility is the main concept that is needed to be taught to the youth today. - 12th grade student

In my opinion you should teach career investigations to freshman and sophomore classes. I am not decided what work I'm going in to. I don't remember much from the class now. I wish I could have had the class my freshman and sophomore year. - 10th grade student

I think it is great that you are giving the opportunity to kids now. Thank you for letting me participate in this survey. - 10th grade student

Explain where they can find information on any kind of job when they're older. I liked the O.O. class. I think that responsibility plays a large part in everything you do, especially on a job. - 7th grade student

I chose the music field but there was not much information on it. - 11th grade student

The O.I. classes are a very wise decision in helping today's youth get an early start on deciding what lies ahead of them and for the students to take in consideration the jobs that are available for them. With the appropriate teaching and learning methods, this will be a very educational class for any young student. I myself found this class very helpful. - 10th grade student

I believe that O.I. is very important to one's present and future plans. It was a very beneficial class to me and I'm glad it was offered. - 12th grade student

1) Put them through a job-like situation as if they were in real life.
2) Describe the needs of a person just starting out in certain occupational fields chosen by students.
3) Help them set a suitable goal for the occupation they choose to investigate or enter into in future life.
4) Help them to understand the requirements for certain jobs in certain clusters of occupational interest.
- student

1) I think this survey is a good idea to look out for the interest of the students.
2) It will better improve the teaching of future students.
3) The teaching of future students should be well planned, so the student can learn the necessities needed to make it through a Vocational Course.
- 9th grade student

People must believe in themselves if they are to ever do anything to the fullest extent. - 10th grade student

In the booklet I filled out I did not believe any of it "HAD" to be taught, but a few. The few I circled 3 on, must be if the course is taken. I believe most of it should be taught. - 9th grade student

Students must be taught to realize their own values and how to put them to work for themselves, not for someone else. This "Great" country of ours is rapidly falling, thanks to your friend Big Business. This country is not controlled by the people, for the people, and of the people. It is by the executives for the corporations and of personal gain. Students need to be taught this in an open minded way, letting each student honestly decide whether he will live in a proud democracy or a corrupt has-been of a country. If this B. B. action continues, a revolution will hit.
- 10th grade student

I thought O.I. was a very good class and I learned a lot that I didn't know. O.I. is a very helpful class and should be taught in every school. - 8th grade student

The only thing I really have to say is that if this course could be livened up just a little, students would probably enjoy learning about their futures. You really can learn a lot that will be helpful in the future. When I, myself, took this course 2 years ago, I know nothing hardly about it. I just couldn't understand why I would ever use this but now as I'm older I understand because now I have had a few jobs and I realize that these things are important. On just about everyone of these on this survey, I circled 2 because I feel like it "should" all be taught. I really think that this is a well worthwhile class for all young, maturing students. - 10th grade student

There should be a broader array of careers to choose from to learn about. - 12th grade student

O.O. should include more field trips and speakers. - 12th grade student

1) The main point I have been taught is your attitude toward yourself, your job, and your co-workers.
2) Number 65 the consequences of not working are obvious, you either work or go hungry. - 12th grade student

I think that everyone, including teachers and students, could benefit from the occupational investigation courses. - 8th grade student

Tell students how important it is to get along with people; including customers, fellow employees, employer. Teach them to do the best they can in order to reach their goal. Teach them to help others, because by helping others they will be helped and it will be a much smoother road to the top. Try to help each student more with their goals to make sure they know what they want and how they can achieve it. Show them how to be able to do their job right and with the correct attitude. - 12th grade student

1) Learn how to deal with mad or angry customers.
2) Learn how to act and react around your boss.
3) Teach them never to knock the competitors because it looks like you're knocking them just to put them down.
4) Learn to respect people in authority.
5) Teach them how to voice their opinions without sounding arrogant or I know more than you.
6) Teach them to smile at all times because sometimes a smile is all it takes.
7) Teach them to have the right attitude toward work.
8) Teach them not to dread work because <u>most</u> everyone has to work.
On number 69 p. 6. That would cause a student to only go for money. And therefore give up any goals he has already set for himself, and money doesn't mean happiness.
Question 90 p. 8. Everyone at one time or another has a checking account, need to teach them how to run it.
Question 92 p. 8. Every persons interests are different and it would take too much time to go over each ones personal interests.
#112 p.10. Spelling cluster titles will not help them land a better job.
- 12th grade student

'They should, or rather, must, know their rights and the rights of others so as not to get cheated.
'They should know how to protect their rights in the job market and personal.
'Should something be really wrong, they should know how to go about correcting the problem.
'They should be able to use many aids which could help when working at a job.
My school is called a Career Exploration Academy Middle School (7th and 8th grades). For the full two years of this school, the student is in an O.I. class for two periods each day, each quarter for both years. It's an optional school. It cuts our regular curriculum to the minimum, but O.I. is more concentrated. This might be a good idea for other cities. (DISD) I hope this has helped you well. - 8th grade student

Occupational Orientation classes are terrific for those who haven't any idea what they want to become in future life. It prepares you for a better life. - 9th grade student

GENERAL COMMENTS

OCCUPATIONAL INVESTIGATION TEACHERS

There are several things mentioned in this book that I thought should not be taught simply because of priority. I have found that there is so little time to teach O.I. that some things have to be left out.

I think everything mentioned should be included in a class, but alot of the concepts mentioned are above the 7th and 8th grade intellect. I teach O.O. and most of the students are not thinking about what they want to become 5 to 10 years from when it is being taught. Most of the concepts on pages 7, 8, and 9 should be taught in the 11th or 12th grades just before graduation.

I consider life skills very important! Bank accounts, money management.

There were so many excellent objectives, I feel they should all be included.

Nearly all the objectives listed are wonderful in theory - But after 4 years in the program I can only say that they are unrealistic. I don't know where others in the state have found these wonderful children who can successfully complete these objectives - I don't seem to have them! Each year I check all my students' test scores. This year my 7th graders range from 1% to 55% composite scores on ITBS [Iowa Tests of Basic Skills] - 90% of them are below 30% and are simply unable to complete the objectives. Often, some of the suggested time limits on the present curriculum have to be extended 4 times. My children are "reluctant readers" and have difficulty expressing themselves both in verbal and written exercises.

Students should understand that everyone has authority over them both on the job and in the community, state and country. They need to understand the need to be subject to that authority or attempt to change it by democratic process only.

-Important to relate to the real world as much as possible.
-I am the "director" not the teacher.
-They are employees with job responsibilities.
-Works out well
-I try to relate all of school work to real life work situations.

Most of the objectives listed were things we would like to teach children. We should remember, however, that most of us will be giving students 90 hrs of instruction in O.I. next year and some of these objectives will not be realized. Also we need to be reminded that Career Education is K through 12, in school, and life long process. O.I. is a part of Career Education. We cannot do it all. Unfortunately some students will receive the bulk of what they get in Career Education in our classes. Perhaps by doing a little in several areas we can begin to give students in our classes a view of Career Education and of their life after school.

In my opinion, more emphasis should be placed on completing the application form, letter of application and resume. Also, more attention should be given to preparing for the interview.

I felt like the statements that I evaluated 1 or 0 were important, but maybe at another grade level. I don't believe that an eighth grader is ready to go into all of these topics.

Thanks! This made me see some areas in which I was not really covering the most valuable information.

-My self-appraisal unit the first two weeks of the trimester sets the pace for a most interesting and rewarding study. The students are amazed to find they do have a purpose, ability, and aptitudes that will equip them for occupations they will enjoy and do well.
-Having interesting guests come in from the community to tell about their occupation is most helpful.
-The one item that is outdated and is too expensive to replace are our filmstrips about occupations.

In the first year, I have taught O.I., I feel that it should be a required course instead of an elective. It will not benefit the program to have, "just a jumping point". The high schools must get active with the program. This is a program that is needed. In my district we have to have a program like this, but with much needed help.

I feel that the primary focus should be on the counseling role of the O.I. teacher in preparation for H.S. choices and a heavy emphasis should be placed on the "know yourself" phase.

1) In my area, it is necessary to try to convince my female students that there is a reason for working besides because you are divorced and need the money. Most of the students' mothers do not work, so the female students tend to feel that their ultimate goal should be to marry someone with enough money that they will not have to work.
2) This was a very interesting and informative survey. I appreciate the opportunity to participate. The answers are definitely influenced by the grade level/age level, and socio-economic group that I teach. My O.I. program is in the 7th grade and, as of now, they also receive one quarter of instruction on the eighth grade level. It is harder for me to relate to an older group, plus I know, (or hope) that certain information will be covered in the 8th grade program.

1) I feel this is a very complete list except for including resource people and field trips as well as use of visual aids.
2) I teach O.O. all year and go fullsteam all the time so find it difficult to work in all this material although I think it is important. I should appreciate very much having one of these surveys to use in planning for next year. We have been moved to 9th level anth 3 teacher units, 1 semester required course, which I am to coordinate.

The use of S.R.A. briefs might be included to help D.O.T.

12a. Describe how attitudes affect the behavior of individuals. (Industry claims that if they can find trainees with good attitudes they can be trained to do anything they want.

This class is not going to reach a great many students due to their age. This class needs to be taught at 9th or 10th grade, not 8th. At this time in their lives they are thinking of everything but jobs and occupations.

GENERAL COMMENTS

ADVISORY COMMITTEE MEMBERS AND EDUCATORS

Values are concepts that cannot be taught but examples of behaviors, beliefs and actions that have led to successful career and lifestyle development can be demonstrated. Students can then freely choose which route they can take.
-More attention to societal responsibilities value of volunteer work-for acquiring work experience and later for contribution to community. - Teacher

Emphasis on the basics - attitude, attendance, punctuality, self-pride. These items can make a person more successful than any other factors. Also - work can be, and should be fun. The enjoyment of successfully completing a difficult task should be explained to the students. - Managerial

1) Demonstrate skills necessary for maintaining a job.
2) Demonstrate a knowledge of job descriptions.
3) Identify characteristics necessary to practice to obtain promotions on the job.
4) Understand the necessity for presently making career choices.
5) Write a career goal and a plan of action for reaching the goal. - Counselor

I believe some of these could be taught later in high school. On "no opinion" scores some could be used if needed and be fine. - Homemaker

The field of Occupational Investigation has expanded so much and I, as a parent, am impressed and proud of this course. What an advantage to our children for their futures. - Homemaker

Please emphasize: the relationship between success in school and later job success, the relationship between salary and skills, salary and standard of living. - School Administrator

Since all learning has limits as to how long it is remembered, I think that for our system the first and really last presentation of the course occupational investigation at the 7th grade level is unrealistic. Without follow-up courses to re-enforce skills first taught to a seventh grader, I think we are spinning our wheels. To make an ever broader and broader presentation at first year level makes no sense to me. The first year should be kept narrow, specific and short - thus heightening the interest level for further information not trying to burn out the first year. I truly think for a majority of the students at this age level O.I. for 18 weeks will be the disaster vocational courses don't want, don't need, and haven't experienced because they have learned from the academics how not to do many things. Please leave them wanting more not thinking I know it all. - Counselor

Occupational investigation at the middle school/junior high should be nothing more than a "relaxed approach" to the world of work with the students self-awareness, personal traits, and activities designed especially for 3 or 4 main objectives being the sum and substance of the course. If a curriculum was designed to include all of the objectives stated in this questionnaire it would be a 5 year course. - School Administrator

While the objectives I marked 1 may be desirable, I feel some of the other objectives deserve more concentration than the immediate benefit of the 1-marked items would warrant. - Teacher

The ability to read and write. The ability to do mathematics without a calculator. - Professional

Eighth graders are confused by the vast array of job clusters - I think that they need to identify personal assets and values first, interests, etc. - then let the teacher guide them into the clusters in a more simplified way. The students need to have completed a tentative answer to the question "What do you want to be when you grow up" from a realistic viewpoint and to realize that this will more than likely change in a year or so but to use the same procedure then to redetermine their goals. - Counselor

Although it might be considered negative teaching, I think that common reasons for failure on a job or being fired from a job should be taught - reasons such as not getting along with fellow employees. This is an extremely valuable course. - Teacher

I think one of the most important things is to emphasize the personality traits and educational requirements, etc. involved in a career. Try to make them realize what effort is needed to get where they want to go."- Homemaker

Girls need typing skills of 50 w.p.m. accurately and shorthand of 70. We emphasize the dictation because more and more employers are wanting this and few girls we see have it. The better clerical jobs require the averages above. - Professional

Primarily the students should be taught the necessity of doing their best at what ever job they take. Work habits formed early in life will be hard to change later. Take pride in what ever they do.
-Also students should be made to realize that they can't draw top pay without experience.
-Stress the need for education. If a student doesn't have the desire to do his best in school, how can he be expected to do his best at a job. That is why most employers are interested in his education experiences.

There is in my opinion adequate coverage in the objectives listed. However, there are some over-lapping coverage and some objectives listed would give information that would take care of others that are listed. - Trades/Craft

Personnel problems - what to do if you are fired.
-I feel the purpose of this survey should have been clearer. The parents and business communities should definitely have an opportunity to complete a survey too. - Counselor

Jobs for which a college education usually is required. Jobs for which apprenticeships are available. - Counselor

I have always tended to downplay the importance of earnings and economics in occupational investigation. However, I believe that current conditions and trends will necessitate more emphasis being placed on inflation and the need to support a family when making a career choice. An individual cannot be truly satisfied with his career if he is unable to adequately earn a living. - Teacher

As a parent I am very pleased that we have occupational investigation taught in our junior high school. It is very helpful in preparing our young people for the future. They have a better understanding of the working world around them.
- Homemaker

In answering the questions, I thought that it was probably early in the students life for some of the items to be taught. I marked them a "1" - Sales

Communication is the most important thing in all careers. You need it to get and keep the job. - They need to impress realistic goals with room to change at this age. - Sales

Occupational Orientation is an excellent program and should be made a core required subject in every district. Students should be prepared for the realities they will face very soon in their lives and O.O. is an essential part of that preparation.
-All of the objectives and instructional activities listed in the survey should and must be taught to our youth. This is, however, an impossible task for one course to accomplish over a twelve week period. Personally, I would like to see the programs expanded in length to allow enough time to accomplish more of the objectives.
- Managerial

Anything to better prepare our future world is very important to be taught and studied in a concise, confident and inspiring way to/by our young junior high people.
- Teacher

-The student should be guided in a general career direction, commensurate with that students capabilities - example: a student with an I.Q. of 80 should not be allowed to believe that he will become an engineer.
-In reading this survey, I felt that almost everything in it was important to this field of education. - Sales

Life is for living, learning, laughing, and loving. Too often there exists a conditioned "negative" pattern. The first thing students should be taught are that they are important to themselves, family, business, and society. Secondly they should be taught how to live, laugh, learn, and love. Third, identify themself - set patterns and goals, make plan of action and implement. Interwoven is their right to choose, as an adult. These students are contemplating and doing ADULT ACTION without regard for themselves; therefore they forfeit their freedom to make choices. The entire curriculum should be one of involvement, laughing, exposure, and choices. - Managerial

GENERAL COMMENTS

HCR 90 CURRICULUM MEMBERS

The Texas Education Agency has already developed 177 outcomes which are used in public schools. Research has been done and priority lists compiled by educational institutions within Texas. The course (junior high level) is not consistent with the infusion (K-12) approach which is advocated by TEA.

-Students should be taught not only HOW to make money BUT ALSO what to do with money they earn (i.e. financial planning, health, life insurance, pension plans).
-Less than 5% of those who retire can do so without any financial assistance from family or without maintaining part time job.
-Students should be taught IMPORTANCE of planning for future (i.e. retirement, means to offset inflation) and IMPORTANCE of company benefits.
ALSO:
It's very important to avoid stereotyping when describing student options, students should be limited only by their individualities (i.e. interests* and abilities**); NOT because they happen to be of a certain sex, race, height, etc.
*Note: even these traits change by education.
-It's unfortunate that prejudices occur many times in ignorance. It's important that educators continually and affirmatively avoid prejudice.

PHASE THREE

May 1 to June 30, 1980

OBJECTIVE THREE

To determine terminal performance objectives and enabling objectives for occupational investigation.

The final phase of the project consisted of the analysis of the data obtained from the validating survey instruments. Each group of terminal performance objectives was placed in rank order based on the mean scores. Under each Terminal performance objective, the corresponding enabling objectives were also ranked based on the mean scores. In effect, this produced a priority listing of objectives within each of the general instructional areas.

To increase the usefulness of this project a curriculum outline was written. The outline contains the above described objectives and cross-referenced list of the occupational investigation instructional activities from East Texas State University Curriculum Laboratory. An introduction was added to explain the procedures used for obtaining the outline and how the otuline could best be used.

To disseminate the results of the project, arrangements were made with the Chief Consultant of Occupational Orientation to provide an inservice session during the 1980 Vocational Guidance Conference Workshop. At the session the Project Coordinator will describe the project and its outcomes. Copies of the Curriculum Outline will be disseminated, procedures for its use explained, and the teachers' feedback will be noted for further curriculum development.

RECOMMENDATIONS

It is recommended that in future curriculum development for Occupational Orientation, procedures similar to those outlined in this project be established at the beginning of the development to guarantee relevant and meaningful curricula.

It is also recommended that a more efficient identification of Occupational Programs be developed with more specific addresses and up-to-date listings of teachers. More research is needed in the area of Occupational Orientation; and identification of the population would undoubtedly enhance further investigation.

CURRICULUM OUTLINE

During the 1979-80 school year the *Texas Education Agency funded a research project sponsored by North Texas State University in the Division of Occupational and Technical Education. This project, coordinated by Kathryn Hollenback, was designed to assess occupational investigation programs throughout the State. One of the outcomes of this assessment was a curriculum outline. The outline was written to fill the need for an organized instructional plan for occupational investigation and to serve as a basis for program evaluation.

To prepare the outline, a validation process was used to insure a realistic, timely, and meaningful curriculum that reflected a vocational philosophy. The process was completed in three phases.

The first phase of the research project was an assessment of local occupational investigation units to describe the "State of the Art". At the same time, instructional objectives that supported the program goals of occupational investigation were identified. This was done by surveying experienced teachers of occupational investigation to find what they thought were the most important topics to be taught in occupational investigation. From the information, a search was made to identify objectives that reinforced the input gathered from the teachers.

The search produced 26 terminal performance objectives and 133 enabling objectives. A terminal performance objective states what students should be able to do after a period of instruction. An enabling objective is more specific, covers a shorter period of instructional time, and leads to the accomplishment of the terminal performance objective.

The next phase was a consensual validation of the objectives. Twenty-six occupational investigation teachers, vocational counselors, and a vocational director representing different geographical locations, school district size, etc. served as teacher-facilitators to disseminate several hundred survey instruments to students, advisory committee members, parents, counselors and administrators. One hundred instruments were sent to a random sample of occupational investigation teachers. The surveys were designed to solicit the opinions of these people. The total number of respondents from these groups was 491.

* For a complete description of the research project, contact the Research Coordinating Unit of the Texas Education Agency, Austin, Texas. Contract number 00230234.

The people completing the survey were asked to rank the terminal performance objectives from highest to lowest within the four instructional areas. Then they were asked to rate the enabling objectives as follows:

3 MUST BE TAUGHT	1 NO NEED TO TEACH
2 SHOULD BE TAUGHT	0 NO OPINION

The following table lists all enabling objectives, regardless of instructional area, from highest ranked to lowest based on the data gathered by the surveys.

Table 1: Priority Listing of All 133 Enabling Objectives Established by the Validating Procedure

Rank	Enabling Objective	Mean
1.	Demonstrate the ability to follow directions	2.739
2.	Accept personal responsibility	2.733
3.	Correctly fill out job application forms	2.713
4.	Work together with others	2.673
5.	Participate in a job interview	2.656
6.	Undertand the need for good grammar and spelling in order to communicate with others	2.647
7.	Understand the importance of staying with a task until it is completed	2.641
8.	Demonstrate good listening skills	2.619
9.	Show cooperation and consideration for fellow students	2.601
10.	Understand that their self concepts influence their ability to succeed	2.582
11.	Identify their own abilities	2.571
11.	Identify the education/training required by occupations they choose to investigate	2.571
12.	Understand the consequences of not working	2.566
13.	Identify the types of education/training which would help them achieve a career goal	2.561
14.	Understand that all work has dignity	2.560
15.	Display pride in their work	2.556
16.	Identify the experience needed for the occupations they choose to investigate	2.551
17.	Identify the causes of failure on the job	2.544
18.	Identify their personal assets (strong points)	2.540
19.	Properly care for and use equipment and materials	2.529
20.	Understand the need to talk on some occasions and the need to listen in other situations	2.517
21.	Compose a personal resume	2.513
22.	Describe "good" manners both on the job and in social relationships	2.506
23.	Identify their own values	2.502
24.	Understand the importance of being consistent and persistent	2.493
25.	Describe what electives will help them in preparing for particular occupations	2.489
25.	Identify their own interests	2.489

Rank	Enabling Objective	Mean
26.	Explain why a worker with more education/training and experience will qualify for a higher level occupation within a career field	2.488
27.	Determine the abilities and personality required for the occupations they choose to investigate	2.481
28.	Determine qualities contributing to employability	2.472
29.	Describe the work involved in the occupations they choose to investigate	2.464
30.	Describe education/training methods which are alternatives to college	2.457
31.	Describe the working conditions involved for the occupations they choose to investigate	2.456
32.	Identify the supply and demand for the occupations they choose to investigate	2.454
33.	Write a letter requesting a job application	2.453
33.	Describe the vocational programs available to them at the high school level	2.453
34.	Describe the concept of quality in relationship to a task or job	2.452
34.	Describe the advantages and disadvantages of the occupations they choose to investigate	2.452
35.	Define the term "goal"	2.439
36.	Evaluate how much education/training they are willing to pursue in relationship to the requirements of the occupations in which they are interested	2.437
37.	Compare their personal characteristics to those required by occupations they choose to investigate	2.434
38.	Demonstrate the ability to plan a budget	2.427
39.	Identify their own aptitudes	2.416
40.	Identify people to contact when looking for employment	2.408
41.	Identify the opportunities for advancement in the occupations they choose to investigate	2.404
42.	Identify good grooming habits	2.403
43.	Describe the importance of being loyal to an employer	2.402
44.	Understand that employees work together to reach the common goals of a company	2.400
45.	Complete a request form for a social security card	2.396
46.	Identify their liabilities (weak points)	2.394
47.	Understnad that personal goals should be matched to career choices for a happier life	2.392
48.	Differentiate between gross and net pay	2.391
49.	Identify different motives for working and choosing various types of employment	2.389
50.	Understnad that employers need to be loyal to their employees	2.387
51.	Compare the similarities between school and work, realizing that their present occupation is student	2.384
52.	Demonstrate the knowledge that they have the ability to change themselves if they so desire	2.379
53.	Identify jobs legally available to them presently	2.374
54.	Understand and use the classified ad section	2.367
55.	Identify alternate occupations which require the same skills as the occupations they choose to investigate	2.366
56.	Apply decision-making steps to make occupational choices	2.364
57.	Arrange for a job interview by phone	2.362

Rank	Enabling Objective	Mean
58.	Identify the earnings received in the occupations they choose to investigate	2.356
59.	Realize that changes in technology will affect their work and make it necessary to retrain	2.351
60.	Describe how credit works	2.347
61.	Make tentative career decisions by listing those clusters which would fit the career life style the student desires	2.344
62.	Demonstrate a realistic knowledge of the value of money and what it brings	2.341
63.	Describe the merit of good grooming	2.339
64.	Describe the academic and general education programs available to them at the high school level	2.329
65.	Identify the requirements for high school graduation in their district	2.324
66.	Relate how much it costs to maintain a standard of living	2.321
67.	Develop an education/training plan that fits the occupation of their choice.	2.318
68.	Compare their salable skills to those required in the job market.	2.316
69.	Read classified ad abbreviations.	2.313
70.	Describe how workers receive job promotions.	2.307
70.	Demonstrate skills necessary for maintaining a checking account.	2.307
71.	Describe how attitudes based on prejudice affect the behavior of other individuals.	2.289
72.	Describe themselves as unique individuals.	2.283
73.	Demonstrate a general knowledge of each cluster.	2.282
73.	Explain the reasons for grouping occupations into clusters.	2.282
74.	Differentiate between needs and wants.	2.281
75.	Use the Occupational Outlook Handbook to locate occupational information.	2.274
75.	Write a letter using a standard business letter form.	2.274
75.	Describe how geographical location affects the occupations they choose to investigate.	2.274
76.	Describe the purpose and application of equal employment opportunity.	2.273
77.	Relate cost of living to inflation.	2.268
78.	Describe how different types of tests such as interest, aptitude, and achievement tests can help select occupations.	2.266
79.	Explain why employers administer tests to persons applying for a job.	2.264
80.	Describe on-the-job worker benefits.	2.260
81.	Fill out an income tax W-4 form. (withholding statement)	2.256
82.	Describe sources of education/training information.	2.249
83.	Complete a tentative career plan.	2.246
84.	Describe how work, occupations, goods and services are related to each other.	2.244
85.	Differentiate between short, medium, and long range goals.	2.242
85.	Use resources provided by the Texas Employment Commission.	2.242
86.	Describe child labor laws which regulate their ability to work.	2.237

Rank	Enabling Objective	Mean
87.	Apply decision-making steps to solve personal problems.	2.234
88.	List several occupations for each cluster.	2.232
89.	Demonstrate the ability to answer the phone properly.	2.231
89.	Demonstrate skills necessary for maintaining a savings account.	2.231
90.	Describe the advantages and disadvantages of being a leader and/or a follower.	2.225
91.	Differentiate between voluntary and involuntary deductions.	2.218
92.	Identify private and professional people and their roles in furnishing occupational information.	2.216
93.	Understand the necessity of time clocks and how they are used.	2.203
94.	Explain benefits received from social security.	2.202
95.	Apply for an income tax refund.	2.196
96.	Describe apprenticeship.	2.194
96.	Use the Dictionary of Occupational Titles to locate occupational information.	2.194
97.	Explain proper procedures to use in resigning from a job.	2.187
98.	Describe the differences and similarities between private and public employment agencies.	2.180
99.	Describe different types of pay.	2.177
100.	Define inflation.	2.176
101.	Relate various scholastic grade averages to requirements of educational/training institutions.	2.166
102.	Identify traits which are important to having a pleasing personality.	2.165
103.	Compute payroll deductions.	2.162
104.	Explain the cluster classification of cluster, family, occupation, job, and work.	2.159
105.	Define each cluster.	2.155
106.	Explain the types of occupational information furnished by identified government agencies.	2.154
107.	Relate a described lifestyle to occupations that would make that lifestyle possible.	2.144
108.	Describe the difference between producing goods and producing services.	2.137
109.	Explain how private employment agencies find occupations for individuals.	2.136
110.	Identify ways to improve test scores.	2.121
111.	Identify sources of financing for continued education/training.	2.118
112.	Identify the characteristics of a free enterprise economy.	2.080
113.	Demonstrate the ability to complete formal calls to strangers.	2.079
114.	Identify different types of financial interest.	2.076
115.	Explain the types of occupational information furnished by identified private agencies.	2.071
116.	Identify examples of logical and emotional decisions.	2.069
117.	Determine the labor demands of their community.	2.029
118.	Identify the advantages and disadvantages of membership in unions and professional organizations.	2.011
119.	Explain the purposes of professional organizations and unions.	2.009

Rank	Enabling Objective	Mean
120.	Place a long distance phone call.	1.955
121.	Identify various civic organizations and describe how they contribute to improving their communities.	1.858
122.	Recite and spell cluster titles.	1.788

From the responses a priority of objectives was established within each instructional area. The terminal performance objectives (TPO's) were ranked first, then the corresponding enabling objectives were ranked under each TPO. These rankings were determined by the data obtained from the validation instruments. No attempt was made to rank the four instructional areas. Each area was treated as a separate entity. However, socio-economic was divided into two sections, due to its length. Of the 12 TPO's, 6 were identified as pertaining to the social aspects of the area, and 6 were identified economic. Each group of six TPO's was ranked individually.

The final phase was the preparation of the final research report and the curriculum outline. It is hoped that the outline in this format will be of help to the occupational investigation teachers in the classrooms. Because the objectives are listed in order of importance, decisions can be made on what objectives should be included when there is a time factor involved.

FORMAT OF THE OUTLINE

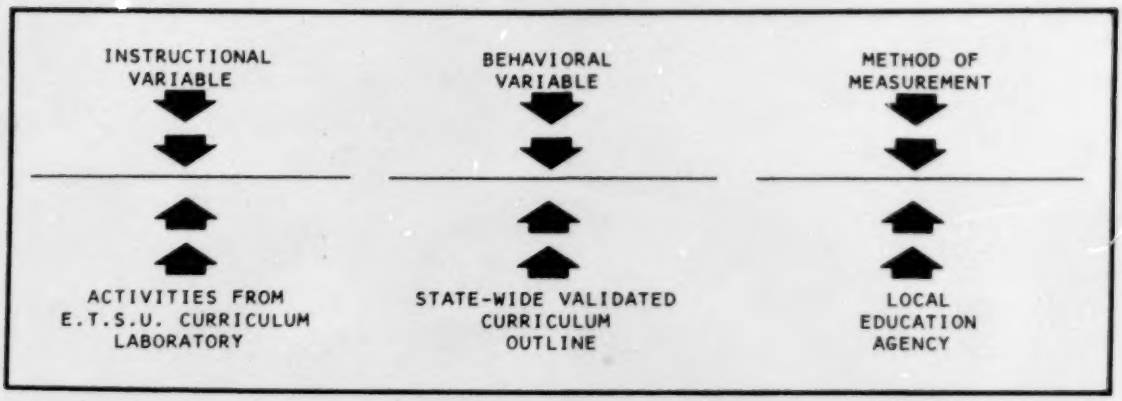
Kids learn in different ways, teachers teach with different styles, school districts have different goals--PEOPLE ARE DIFFERENT. Because of this, the curriculum outline was written in a format that allowed for differences and which can be adapted to meet each local education agency's need.

No attempt was made to write the objectives in terms of being "measurable". There are no instructional activities provided. The East Texas State Instructional Activities for occupational investigation are indexed to each enabling objective for reference. It must be remembered that the activities were completed before the enabling objectives were written. Therefore, they do not necessarily "teach" the objective. The activities should be used to reinforce or facilitate the instruction organized by the classroom teacher. In many instances, the activities simply make use of a term or concept presented in the enabling objective.

There is no criteria listed for the successful completion of the objectives. There are too many differences among individual occupational investigation programs throughout the State. It would be impossible to create definitive measurement methods or criteria for all programs. Because of this, both the activities and

measurements are left to the discretion of the individual teacher. It is left to the teacher to write "personalized" curriculum that reflects the needs of the students based on the philosophy and policy of the local education agency.

OBJECTIVE MODEL



Three of the enabling objectives received scores that placed them in the "NO NEED TO TEACH" rating. They are designated on the curriculum outline.

CONCLUSION

The function of the outline is to serve as a foundation upon which the teacher/teachers, or curriculum writer must build. Also, it must be noted that it is not a mandated curriculum guide for occupational investigation classes. It was developed to facilitate curriculum design at the local level by providing student performance objectives that have been validated or evaluated by many people, not just a few educators.

It can also serve as an evaluation tool. Teachers can compare what they are presently teaching to the priorities listed in the outline. When there is so much to be taught, as seems to be the case with occupational investigation, the outline can provide an indication as to what is "MOST IMPORTANT" to teach as established by students, advisory committee members, parents, counselors, administrators and teachers of occupational investigation.

SELF-APPRAISAL

After completing the instructional activities, the students will be able to:

I. TPO: Demonstrate a positive attitude towards themselves and others.

1. EO: Work together with others.	Getting Acquainted	I-1
	Building Trust	I-109
2. EO: Show cooperation and consideration for fellow students.	Getting Acquainted	I-1
	Building Trust	I-109
	Getting Along	II-137
3. EO: Understand that their self-concepts influence their ability to succeed.	Perceiving Oneself	I-41
	Understanding Success	I-61
4. EO: Describe "good" manners, both on the job and social relationships.	Recognizing Responsibilities	II-123
5. EO: Demonstrate the knowledge that they have the ability to change themselves if they so desire.		
6. EO: Describe how attitudes based on prejudice affect the behavior of other individuals.	Perceiving Oneself	I-41
7. EO: Describe themselves as unique individuals.	Understanding Oneself	I-23
	Identifying Characteristics	I-37
	Recognizing Individuality	I-39
	Finding One's Interests	I-43
	Understanding Success	I-61
	Compiling An Inventory	I-89
	Isolating Experiences	IV-7
8. EO: Describe the advantages and disadvantages of being a leader and/or a follower.	Building Trust	I-109

9. EO: Identify traits which are important to having a pleasing personality.	Understanding Oneself I-23 Understanding Success I-61 Building a Personality I-79 Compiling An Inventory I-91
II. TPO: Complete the steps necessary in conducting a self appraisal.	
1. EO: Identify their own abilities.	Understanding Oneself I-23 Taking a Self-Assessment I-33 Identifying Characteristics I-37 Recognizing Abilities I-57 Taking Self Inventory I-83 Identifying Terms I-145
2. EO: Identify their personal assets.	Understanding Oneself I-23 Taking a Self-Assessment I-33 Identifying Characteristics I-37 Recognizing Strengths I-51 Taking Self-Inventory I-83 Compiling an Inventory I-91 Identifying Terms I-145
3. EO: Identify their own values.	Understanding Oneself I-23 Identifying Characteristics I-37 Taking Self Inventory I-83 Identifying Job Values I-141 Identifying Terms I-145
4. EO: Identify their own interests.	Understanding Oneself I-23 Identifying Characteristics I-37 Finding Interests I-43 Taking Self-Inventory I-83 Completing Interest Inventory I-95
5. EO: Identify their own aptitudes.	Understanding Oneself I-23 Identifying Characteristics I-37 Taking Self-Inventory I-83 Understanding Aptitude I-95

6. EO: Identify their liabilities (weak points).	Understanding Oneself I-23 Taking A Self-Assessment I-33 Identifying Characteristics I-37 Recognizing Abilities I-57 Taking Self Inventory I-83 Compiling An Inventory I-91 Identifying Terms I-145
III. TPO: Understand that people change their careers throughout life.	
1. EO: Identify different motives for working and choosing various types of employment.	Recognizing Basic Needs I-5 Relating to Occupations I-129 Matching Characteristics I-133 Identifying Job Values I-141
2. EO: Compare their saleable skills to those required in the job market.	
IV. TPO: Understand the importance of doing well on tests.	
1. EO: Describe how different types of tests such as interest, aptitude, and achievement, can help select occupations.	Evaluating Grades I-111
2. EO: Explain why employers administer tests to persons applying for a job.	Understanding Aptitude I-95
3. EO: Identify ways to improve test scores.	

SOCIO-ECONOMIC FACTORS

1979 INSTRUCTIONAL ACTIVITIES FROM THE EAST TEXAS STATE CURRICULUM LABORATORY

After completing the instructional activities, the students will be able to:

I. TPO: Describe those things that contribute to being successful on the job.		
1. EO: Accept personal responsibility.	Recognizing Responsibilities	II-123
2. EO: Understand the importance of staying with a task until it is completed.	Getting Ahead	II-145
3. EO: Understand the consequences of not working.		
4. EO: Display pride in their work.		
5. EO: Identify the causes of failure on the job.	Recognizing Responsibilities	II-123
6. EO: Properly care for and use equipment and materials.	Recognizing Responsibilities	II-123
7. EO: Understand the importance of being consistent and persistent.	Recognizing Responsibilities	II-123
8. EO: Determine qualities contributing to employability.	Recognizing Words Getting Ahead Recognizing Responsibilities	II-109 II-145 II-123
9. EO: Describe the concept of quality in relationship to a task or job.		
EO: Identify good grooming habits.		
11. EO: Describe the importance of being loyal to an employer.	Recognizing Responsibilites	II-123
12. EO: Understand that employees work together to reach the common goals of a company.	Getting Along Getting Ahead	II-137 II-145
13. EO: Understand that employers need to be loyal to their employees.	Recognizing Responsibilities	II-133
14. EO: Describe the merits of good grooming.	Building Personality Recognizing Words	I-79 II-109

15. EO: Describe how workers receive job promotions.	Recognizing Responsibilities II-123 Getting Ahead II-145
16. EO: Explain proper procedures to use in resigning from a job.	
II. TPO: Give and receive instructions.	
1. EO: Demonstrate the ability to follow directions	Following Directions I-107
2. EO: Understand the need for good grammar and spelling in order to communicate with others.	Practicing Spelling II-223
3. EO: Demonstrate good listening skills.	Following Directions: I-107
4. EO: Understand the need to talk on some occasions and the need to listen in other situations.	
III. TPO: Identify the factors that determine lifestyle.	
1. EO: Understand that all work has dignity.	Recognizing Occupations I-115
2. EO: Relate how much it costs to maintain a standard of living.	
3. EO: Relate a described lifestyle to occupations that would make that lifestyle possible.	
IV. TPO: Describe the unique environmental, social and economic factors of their community and surrounding area.	
1. EO: Determine the labor demands of their community.	
● 2. EO: Identify various civic organizations and describe how they contribute to improving their communities.	
V. TPO: Use the telephone correctly.	
1. EO: Arrange for a job interview by phone.	Using the Teletrainer II-51
2. EO: Demonstrate the ability to answer the phone properly.	Using a Telephone II-47 Using the Teletrainer II-51

● Mean score within "no need to teach" range.

200

3. EO: Demonstrate the ability to complete formal calls to strangers.	Using a Telephone II-47 Using the Teletrainer II-51
● 4. EO: Place a long distance phone call.	Using the Teletrainer II-51
VI. TPO: Understand the role of unions and professional organizations.	
1. EO: Describe apprenticeship.	Learning Vocabulary IV-93
2. EO: Identify the advantages and disadvantages of membership in unions and professional organizations.	
3. EO: Explain the purposes of professional organizations and unions.	

201

● Mean score within "no need to teach" range.

SOCIO-ECONOMIC FACTORS

1979 INSTRUCTIONAL ACTIVITIES FROM THE EAST TEXAS STATE CURRICULUM LABORATORY

After completing the instructional activities, the students will be able to:

I. TPO: Demonstrate the ability to use identified methods of finding employment.		
1. EO: Write a letter requesting a job application.	Using a Letter Form	II-69
2. EO: Identify people to contact when looking for employment.	Locating Employment Sources	II-11
	Learning About TEC	II-41
3. EO: Understand and use the classified ad section.	Locating Employment Sources	II-1
	Using Classified Ads	II-1
	Locating Salaries	II-9
	Reading Ads	II-23
	Selecting Jobs	II-27
4. EO: Read classified ad abbreviations	Using Classified Ads	II-11
5. EO: Write a letter using a standard business form.	Learning A Business Letter	II-57
	Using A Letter Form	II-69
6. EO: Use resources provided by TEC	Locating Employment Sources	II-1
	Learning About TEC	II-41
7. EO: Describe the differences and similarities between private and public employment agencies	Locating Employment Sources	II-1
	Learning About TEC	II-41
	Using Private Agencies	II-43
8. EO: Explain how private employment agencies find occupations for individuals.	Locating Employment Sources	II-1
	Using Private Agencies	II-43
II. TPO: Demonstrate job acquisition skills.		
1. EO: Correctly fill out job application forms.	Defining Job Terms	II-77
	Writing An Application	II-85
	Simulating An Application	II-101
	Recognizing Related Words	II-109

2. EO: Participate in a job interview.	Preparing for an Interview II-97 Simulating an Interview II-101 Recognizing Related Words II-109
3. EO: Compose a personal resume.	Writing a Resume II-89
III. TPO: Demonstrate the skills necessary to practice personal money Management.	
1. EO: Demonstrate the ability to plan a budget.	Explaining Terms II-161 Completing a $ Statement II-177 Planning Your Budget II-187
2. EO: Describe how credit works.	
3. EO: Demonstrate a realistic knowledge of the value of money and what it brings.	
4. EO: Demonstrate skills necessary for maintaining a checking account.	Examining a Check II-227 Keeping Checking Records II-239 Practicing Record Keeping II-253 Opening an Account II-269 Cashing Checks II-277
5. EO: Demonstrate skills necessary for maintaining a savings account.	
6. EO: Identify different types of financial interest.	
IV. TPO: Perform government regulated work tasks, such as applying for a social security card.	
1. EO: Complete a request form for a social security card.	
2. EO: Identify jobs legally available to them presently.	
3. EO: Describe the purpose and application of equal employment opportunity.	
4. EO: Fill out an income tax W-4 form.	
5. EO: Describe child labor laws which regulate their ability to work.	

6. EO: Explain benefits received from social security.		
7. EO: Apply for an income tax refund.		
V. TPO: Develop a basic understanding of the economy.		
1. EO: Realize that changes in technology will affect their work and make it necessary to retrain.	Learning Job Changes	II-149
2. EO: Relate cost of living to inflation.		
3. EO: Describe how work, occupations, goods and services are related to each other.		
4. EO: Define inflation.		
5. EO: Describe the difference between producing goods and producing services.		
6. EO: Identify the characteristics of a free enterprise economy.		
VI. TPO: Demonstrate a knowledge of how employees are paid.		
1. EO: Differentiate between gross and net pay.	Understanding Gross & Net	II-157
2. EO: Describe on-the-job worker benefits.		
3. EO: Differentiate between voluntary and involuntary deductions.	Calculating Salary	II-165
4. EO: Understand the necessity of time clocks and how they are used.		
5. EO: Describe different types of pay.	Calculating Salary	II-165
6. EO: Compute payroll deductions.	Calculating Salary	II-165

FIFTEEN CLUSTERS

1979 INSTRUCTIONAL ACTIVITIES FROM THE EAST TEXAS STATE CURRICULUM LABORATORY

After completing the instructional activities, the students will be able to:

I. TPO: Analyze occupations which are of personal interest to them.

1. EO: Identify the education/training required by occupations they choose to investigate.	Matching Characteristics	I-133
	Locating Information	III-37
	Using Resources	III-39
	Appendix Two	III-419
	Researching Requirements	IV-81
	Obtaining Information	IV-85
2. EO: Identify the experience needed for the occupations they choose to investigate.	Locating Information	III-37
	Using Resources	III-39
	Appendix Two	III-419
3. EO: Identify the supply and demand for the occupations they choose to investigate.	Learning Why People Change	II-149
	Locating Information	III-37
	Using Resources	III-39
	Appendix Two	III-419
4. EO: Describe the advantages and disadvantages of the occupations they choose to investigate.	Recognizing Fields of Work	I-121
	Appendix Two	III-419
5. EO: Determine the abilities and personality required for the occupations they choose to investigate.	Relating Requirements	I-129
	Matching Characteristics	I-133
	Locating Information	III-37
	Using Resources	III-39
	Appendix Two	III-419
6. EO: Describe the work involved in the occupations they choose to investigate.	Locating Information	III-37
	Using Resources	III-39
	Appendix Two	III-419
7. EO: Describe the working conditions involved for the occupations they choose to investigate.	Matching Characteristics	I-133
	Locating Information	III-37
	Using Resources	III-39
	Appendix Two	III-419

8. EO: Compare their personal characteristics to those required by occupations they choose to investigate.	Recognizing Fields of Work I-121 Relating to Occupations I-129 Matching Characteristics I-133 Locating Information III-37 Using Resources III-39 Appendix Two III-419
9. EO: Identify the opportunities for advancement in the occupations they choose to investigate.	Matching Characteristics I-133 Locating Information III-37 Using Resources III-39 Appendix Two III-419
10. EO: Identify alternate occupations which require the same skills as the occupations they choose to investigate.	Locating Information III-37 Using Resources III-39
11. EO: Identify the earnings received in the occupations they choose to investigate.	Matching Characteristics I-133 Calculating Salary II-165 Locating Information III-37 Using Resources III-39 Appendix Two III-419
12. EO: Describe how geographical location affects the occupations they choose to investigate.	
II. TPO: Demonstrate the ability to obtain information about occupations.	
1. EO: Use the Occupational Outlook Handbook to locate occupational information.	Matching Characteristics I-133 Locating Information III-37 Using Resources III-39
2. EO: Identify private and professional people and their roles in furnishing occupational information.	Locating Information III-37
3. EO: Use the Dictionary of Occupational Titles to locate occupational information.	Locating Information III-37 Using Resources III-39
4. EO: Explain the types of occupational information furnished by identified government agencies.	Locating Information III-37 Using Resources III-39
III. TPO: Use the cluster classification system to locate occupations for investigation.	

1. EO: Make tentative career decisions by listing those clusters which would fit the career life style the student desires.	
2. EO: Explain the reasons for grouping occupations into clusters.	
3. EO: Demonstrate a general knowledge of each cluster.	Associating Clusters III-25 Cluster Activities III-43 to 411
4. EO: List several occupations for each cluster.	Clustering Occupations III-19 Using Classified Ads III-33
5. EO: Explain the cluster classification of cluster, family, occupation, job and work.	Appendix One III-413
6. EO: Define each cluster.	Associating Items III-45 Cluster Activities III-43 to 411
●7. EO: Recite and spell cluster titles.	Learning Clusters III-1 Reinforcing Names III-13 Naming Clusters III-15
IV. TPO: Locate occupations to survey by choosing one or more clusters for further exploration.	
1. EO: Explain the types of occupational information furnished by identified private agencies.	Locating Information III-37 Using Resources III-39

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●Mean score within "no need to teach" range.

EDUCATIONAL PLANNING

After completing the instructional activities, the students will be able to:

I. TPO: Evaluate their present performance in school and relate it to their future plans for education/training.		
1. EO: Identify the types of education/training which would help them achieve a career goal.	Appendix Two Researching Requirements Obtaining Information Researching Opportunities Learning Vocabulary	III-419 IV-81 IV-85 IV-89 IV-93
2. EO: Compare the similarities between school and work, realizing that their present occupation is student.		
3. EO: Relate various scholastic grade averages to requirements of educational/training institutions.	Evaluating Grades	I-111
II. TPO: Use a logical decision-making process to solve personal and career problems.		
1. EO: Apply decision-making steps to make occupational choices.	Charting Goals Achieving Goals Practicing Decisions Solving Problems	IV-11 IV-33 IV-47 IV-57
2. EO: Apply decision-making steps to solve personal problems.	Charting Goals Achieving Goals Practicing Decisions Solving Problems	IV-11 IV-33 IV-47 IV-57
3. EO: Identify examples of logical and emotional decisions.	Identifying Decisions	IV-53
III. TPO: Use goals to achieve personal and professional success.		
1. EO: Define the term "goal".	Classifying Goals	IV-17

2. EO: Understand that personal goals should be matched to career choices for a happier life.	Planning Goals	IV-29
3. EO: Differentiate between needs and wants.		
4. EO: Complete a tentative career plan.	Understanding "Lifetime"	IV-3
5. EO: Differentiate between short, medium, and long range goals.	Establishing Goals Classifying Goals	IV-13 IV-17
IV. TPO: Complete a tentative high school schedule that meets the local school district's requirements for graduation.		
1. EO: Describe what electives will help them in preparing for particular occupations.	Appendix Two Charting a Plan	III-419 IV-75
2. EO: Describe the vocational programs available to them at the high school level.	Discovering High School Researching Curriculum	IV-67 IV-69
3. EO: Describe the academic and general education programs available to them at the high school level.	Discovering High School Researching Curriculum	IV-67 IV-69
4. EO: Identify the requirements for high school graduation in their district.	Understanding Requirements	IV-71
V. TPO: Describe the education/training possible to them after leaving high school.		
1. EO: Explain why a worker with more education/training and experience will qualify for a higher level occupation within a career field.		
2. EO: Describe education/training methods which are alternatives to college.	Obtaining Information Researching Opportunities	IV-85 IV-89
3. EO: Evaluate how much education/training they are willing to pursue in relationship to the requirements of the occupations in which they are interested.	Appendix Two Researching Requirements Researching Opportunities	III-419 IV-81 IV-89
4. EO: Develop an education/training plan that fits the occupation of their choice.		

5. EO. Describe sources of education/training information.

6. EO: Identify sources of financing for continued education/training.

Locating Information III-37
Obtaining Information IV-85
Researching Opportunities IV-89

9

APPENDICES

APPENDIX A

September 28, 1979

WE NEED THREE MINUTES OF YOUR TIME TO COMPLETE THE ENCLOSED POST CARD

The Research Coordinating Unit of the Texas Education Agency has funded a project to obtain important information about the Occupational Orientation Investigation Units in the State. This information is now being obtained from Occupational Investigation teachers who have taught during the 1978-79 school year.

During a recent meeting with Mr. Bob Mann, T.E.A. Consultant for Occupational Orientation, it was decided that an exact count of new and experienced teachers was needed. This information will be useful in many ways other than for the study we are doing here at North Texas State University.

Please take a few minutes of your busy schedule to fill out the enclosed post card. Thank you very much.

Yours truly,

Kathryn Hollenback

Kathryn Hollenback
Project Coordinator

KH:nf
enc

APPENDIX B

INFORMATION CARD

NAME OF DISTRICT _____

This information is for regular occupational investigation teachers. Do not include exploration or V.E.H. teachers.

NUMBER OF NEW TEACHERS _____

Those who are teaching investigation for the first time this school year.

NUMBER OF EXPERIENCED TEACHERS _____

Those who have taught investigation for any amount of time last year.

THANK YOU FOR YOUR TIME.

APPENDIX C

September 12, 1979

GOOD NEWS FOR OCCUPATIONAL INVESTIGATION PROGRAMS!

The Texas Education Agency has funded a project to survey Occupational Investigation Programs throughout Texas. The end result of this project will be a CURRICULUM OUTLINE with validated goals and objectives. If you are an experienced O.I. teacher, your help is really needed.

By filling out the enclosed survey, you will give the project your opinions and ideas, influencing the outcomes of the project. The information you furnish will be completely ANONYMOUS, so please feel free to express your honest opinions. It is necessary that you put your name on the return envelope so that we know you have completed a survey. Once we receive the survey, it will be removed from the envelope and kept separate. There will be no way to identify the source of individual surveys.

Your help is really appreciated. The time you spend on this survey will benefit you. It will provide the input for an occupational investigation curriculum outline to be available for the 1980-81 school year.

If you have any questions, call collect at (817) 788-2158. We would like to hear from you.

HAVE A GOOD YEAR!

Yours truly,

Kathryn Hollenback
Project Coordinator

KH:nf
enc: survey, SASE

APPENDIX D

APPLICATION FOR OCCUPATIONAL INVESTIGATION ASSESSMENT
PROJECT TEACHER-FACILITATORS

PERSONAL AND PROFESSIONAL INFORMATION

1. NAME _____ SOCIAL SECURITY _____
2. ADDRESS _____

   _____
3. TELEPHONE NUMBER AREA CODE _____ NUMBER _____
4. YEARS OF TEACHING EXPERIENCE _____ O.I. EXPERIENCE _____
5. CURRICULUM WRITING EXPERIENCE (Please describe your experience in writing curriculum on the back)

SCHOOL AND DISTRICT INFORMATION

1. NAME OF SCHOOL _____
2. ADDRESS _____
3. TELEPHONE AREA CODE _____ NUMBER _____
4. NAME OF DISTRICT _____
5. SIZE OF DISTRICT _____
6. NUMBER OF OCCUPATIONAL INVESTIGATION UNITS _____

CCUPATIONAL INVESTIGATION CLASS INFORMATION

1. LENGTH OF YOUR O.I. CLASS IN WEEKS _____
2. GRADE LEVEL OF STUDENTS 7th 8th 7th & 8th
3. ETHNIC BACKGROUND OF STUDENTS (Approximate percentage)

   White _____ Mexican American _____

   Black _____ Other _____
4. INCOME LEVEL OF STUDENTS (Approximate percentage)

   Upper _____ Middle _____ Lower _____

ADVISORY COMMITTEE INFORMATION

1. DO YOU HAVE AN ADVISORY COMMITTEE? Yes No
2. HOW MANY MEMBERS ARE ON YOUR COMMITTEE? _____
3. HOW LONG HAS YOUR ADVISORY COMMITTEE BEEN ORGANIZED? _____
4. WHICH BEST DESCRIBES THE ACTIVITY AND SUPPORT OF YOUR COMMITTEE?

APPENDIX E

AGENDA

OCCUPATIONAL INVESTIGATION ASSESSMENT PROJECT

NOVEMBER 8, 1979

I. REPORT ON THE STATUS OF THE OCCUPATIONAL INVESTIGATION PROJECT

   A. EXPLANATION OF THE PROJECT
   B. INITIAL FINDINGS
   C. GNEERAL CURRICULUM OUTLINE DRAWN FROM FIRST SURVEY

II. INPUT FROM YOU

   A. DISCUSSION QUESTIONS:

      1. WHAT ARE ADDITIONAL SOURCES FOR OBJECTIVES FOR VALIDATION BESIDES:

         A. OCCUPATIONAL INVESTIGATION TEACHER INPUT
         B. EAST TEXAS STATE ACTIVITY GUIDES
         C. PARTNER'S CAREER EDUCATION

      2. WHAT SHOULD THE VALIDATION CRITERIA INCLUDE?

      3. SHOULD DESIGNATED POPULATION GROUPS VALIDATE ALL FOUR INSTRUCTIONAL AREAS?

      4. SHOULD THE FOUR OVER-ALL PROGRAM GOALS AS LISTED IN THE PROGRAM STANDARDS BE REVISED?

III. ADDITIONAL DISCUSSION

INSTRUCTIONS

O.O. ASSESSMENT PROJECT

THIS ENVELOPE CONTAINS

1. This sheet of paper
2. 12 Ivory questionnaires
3. 7 yellow questionnaires
4. Stamped return envelope

INFORMATION

THE IVORY QUESTIONNAIRES:

YOU WILL GIVE THESE QUESTIONAIRES TO THE FOLLOWING TYPES OF PEOPLE:

1	SCHOOL ADMINISTRATOR
1	COUNSELOR
1	TEACHER
2	BUSINESS/INDUSTRY PERSON
2	PARENTS
2 TO 4	ADDITIONAL OF THOSE MENTIONED ABOVE.
1	YOURSELF ✪
10 TO12	TOTAL

✪PLEASE WRITE YOUR NAME ON THE OUTSIDE COVER OF THE QUESTIONNAIRES, SO WE CAN KEEP THE OCCUPATIONAL INVESTIGATION TEACHERS INPUT SEPARATE. (OKAY?)

THE YELLOW QUESTIONNAIRES:

THESE NEED TO BE FILLED OUT BY 5 TO7 STUDENTS WHO HAVE COMPLETED OCCUPATIONAL INVESTIGATION.

DO NOT USE STUDENTS CURRENTLY ENROLLED IN O.I. THEY WILL NOT UNDERSTAND THE TERMINOLOGY AND THE INFORMATION WILL NOT BE VERY USEFUL.

USE THE "OLDEST" STUDENTS YOU CAN LOCATE. THEIR OPINIONS WILL BE THE BEST.

CALL YOUR H.S. COUNSELOR AND HAVE THEM HELP.

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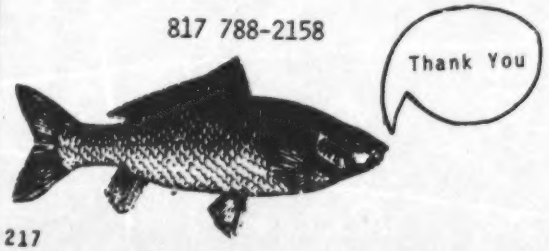
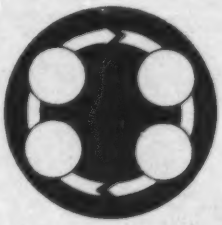
STEPS TO FOLLOW:

- MAKE A LIST OF THOSE PEOPLE YOU ARE GOING TO CONTACT. THEN--CONTACT THEM.
- EXPLAIN THE PURPOSE OF THE QUESTIONNAIRE. (TO GATHER THEIR OPINIONS OF WHAT SHOULD BE TAUGHT IN OCCUPATIONAL INVESTIGATION, SO THAT WE TEACHERS WILL HAVE A BETTER IDEA OF WHAT THE COMMUNITY WANTS.)
- IF YOUR PROGRAM IS CALLED SOMETHING BESIDES OCCUPATIONAL INVESTIGATION, PLEASE BRING THIS TO THE RESPONDENTS' ATTENTION.
- READ THE INSTRUCTIONS SO THAT YOU WILL BE ABLE TO EXPLAIN THE CORRECT WAY TO FILL OUT THE QUESTIONNAIRE.
- STRESS THE IMPORTANCE OF THIS QUESTIONNAIRE SO THEY WILL GLADLY TAKE THE TWENTY MINUTES IT WILL TAKE TO COMPLETE THE QUESTIONAIRE.
- HAVE THEM RETURN THE QUESTIONNAIRE TO YOU.
- WHEN YOU HAVE GATHERED ALL OF THE QUESTIONNAIRES, SEND THEM BACK TO US IN THE STAMPED ENVELOPE.
- PLEASE COMPLETE THIS PROCESS AS SOON AS POSSIBLE, SO THAT WE CAN GET OUR GOOD INFORMATION PROCESSED BY THE COMPUTER.
- DO NOT HESITATE TO CALL,COLLECT, IF YOU HAVE ANY QUESTIONS.

817 788-2158





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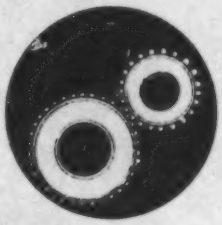

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